

Inspection report for early years provision

Unique reference number	221401
Inspection date	11/05/2009
Inspector	Sheila Dawn Flounders
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 1990. She lives with her husband in a house in Wellingborough. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The family has two cats.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children under five years. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to collect children from local schools and attends several toddler groups on a regular basis. She is an accredited member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds. She holds qualifications up to Level 5.

Overall effectiveness of the early years provision

Overall the provision is outstanding. The children access an excellent range of activities and experiences across all areas of learning due to the childminder's knowledge and understanding of them as individuals. They are making very good progress in their learning and development, which is well documented and regularly shared with parents. The childminder is very well organised and ensures that all the requirements of the Early Years Foundation Stage (EFYS) are in place. As a result, all aspects of children's welfare are well promoted, shown particularly effectively in their access to the outdoors and their positive contribution to the setting due to the emphasis on them as individuals. The childminder has completed a detailed and accurate self evaluation, identifying areas she wishes to improve and has a strong capacity to do so, reflected in her ongoing personal development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- expanding risk assessments to cover anything with which children come into contact.

The leadership and management of the early years provision

The childminder is very well organised and ensures that children have easy access to resources, which they are encouraged to access independently, and that equipment that may be needed is kept to hand. Areas of the premises have been specifically reorganised to make them more accessible to the children currently attending. Risk assessments ensure that identified hazards are removed or

minimised so that the childminder is confident about letting the children make choices for themselves and engage in managed situations, such as helping to peel the vegetables for lunch, although they do not include all activities. Necessary documentation is all in place, mostly very well organised, and kept updated. The childminder has thoroughly reflected on her practise, considering her strengths and weaknesses and prioritizing areas for future development whilst completing her self evaluation, and also previously as part of her childminding network accreditation. As part of this she has ensured that previous recommendations have been acted on to enhance the provision to the benefit of the children.

There is a strong partnership with parents. This develops through the range of quality information they are provided with, including policies and procedures, their positive interaction with the childminder and the encouragement she gives to them to provide her with details of their child's life at home on an on-going basis. This two way exchange of information ensures they are all updated about the important issues for each child. Effective relationships are also being established with other settings some of the children attend. The childminder is very aware of her duty to safeguard children, having recently updated her training and ensures that all those having access to the children are suitable to do so. There are robust arrival and departure routines in place and children are constantly supervised throughout the day to ensure their safety.

The quality and standards of the early years provision

Children constantly learn through the high quality of their interaction with the childminder and her provision of activities that capture their interests because of previous observations which identify what these are. Children become engrossed in their play, for example, enacting the 'Three Billy Goats' story having previously read the book; they use a mixture of props and their imagination to retell it using their own words, with the childminder providing reminders and support for the younger children. The experiences provided give the children opportunities to develop in all areas of learning, with a very good balance of outdoor and indoor play. The childminder uses tracking documentation to identify any aspects that are not covered as spontaneously and then concentrates on including those together with the next steps for each child. Activities are chosen by the children, although the childminder also has a bank of possible ideas prepared in advance. Comprehensive assessment records, mainly through pictorial learning journeys, provide parents with easy to understand evidence of their child's progress. These are shared at least termly and provide opportunities for them to add information about learning that has taken place elsewhere.

Children's welfare is also a priority for the childminder. They learn independence with their personal hygiene from an early age, and particularly enjoy helping the childminder prepare their cooked lunches. These opportunities are used to increase their understanding of keeping themselves protected from cross infection and how to handle tools safely. Another strong feature of the provision is children's access to outdoor play, which they access freely at times, providing them with encouragement towards a healthy lifestyle, reinforced through regular access to physical play. Behaviour is generally good as the children are engaged in activities

they enjoy, with the childminder having very good understanding of the triggers that can affect them and taking preventative measures whenever possible. Incidents are handled according to the children's age and stage of development and also discussed with parents. As a result, children play well together, learning to share and take turns. They develop respect for each other's opinions and see that the childminder also respects their choices and values their efforts, particularly evident in the displays of their creative work. Each new child is welcomed, with the rest choosing a comforter for them, and great care taken to settle them using routines and information from home.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----