

Inspection report for early years provision

Unique reference number	EY101162
Inspection date	28/04/2009
Inspector	Sylvia Crawford
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 registered in 2002. She is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. She lives with her partner and their children aged 10 and seven years and two who are adults. They live on Wootton Fields, Northampton close to shops, pre-school, and schools.

The childminder uses all downstairs for childminding with a garden available for children's outside play. The childminder takes children to the local pre-school and attends a toddler group on a regular basis.

The family have three cats, three dogs and a hamster as pets.

The childminder's registration permits her to care for a maximum of five children, of these, three children may be in the early years age group. She currently cares for five children, of whom three children are in the early years age group. Children attend on a full and part-time basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The children are making satisfactory progress in a stimulating and safe environment where they are fully included. They participate in a planned range of activities and outings to promote their learning and development needs and the childminder is beginning to establish systems to record their progress. The childminder takes steps to keep children safe and secure and promotes all aspects of their health well. The childminder is beginning to evaluate her provision to identify areas for improvement, for example, further developing her knowledge of the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- establish further systems for working in partnership with other settings
- develop the observation and assessment process further to identify children's starting points and the next steps in their learning journey
- ensure all documentation, policies and procedures are updated in line with the Early Years Foundation Stage
- further develop knowledge and understanding of child protection procedures

The leadership and management of the early years provision

Children benefit from the good relationship the childminder has with parents and information is shared verbally, and in written form through a daily diary. This

promotes the continuity of children's care. The childminder requests initial information from the parents, such as the children's likes, dislikes and any special requirements. This is so that she can ensure she is meeting all children's needs and they are being included in all aspects of the setting. The childminder has a good range of activities that meet the interests of all children in her care. There is also a variety of toys and resources that encourage children to understand and respect diversity and differences.

The childminder effectively organises her resources, time and space so that children can move and play freely in the home and have access to the garden.

The childminder has well written policies in place to support her service and she shares these with all parents. However, some policies have not been updated in line with the EYFS. Regulatory records are well maintained and include all necessary written parental permissions. They are stored securely to maintain confidentiality and regularly updated. The childminder is beginning to establish systems to share children's learning and development with parents, but has not yet established a procedure for working in partnership with other settings.

The environment is safe and child-friendly, with clear procedures and practices that ensure the health and well-being of each child. She conducts regular written risk assessments and daily visual checks to ensure her provision remains safe for children. The childminder is aware of what would concern her with regard to child protection, but is not confident about the local safeguarding procedures to follow should she have a concern for a child's welfare.

The quality and standards of the early years provision

The childminder develops warm, caring relationships with children; this means children settle quickly and become fully included within the setting. Toys and resources are readily accessible and appropriate to the ages of the children and their stages of development. The childminder welcomes all children and is able to adapt activities to enable them to take an active role and develop at their own pace. Children behave well because they are fully immersed in their play. The childminder also has clear boundaries and ensures she talks to children about the house rules. This encourages children to have respect for others and helps to develop their social skills.

Children are beginning to make progress towards the early learning goals, as the childminder provides a varied range of activities and experiences. For example, young children enjoy art and crafts, such as cutting, sticking and drawing. These are on display and so children know their work is valued. They go on outings to the local parent and toddler group, to feed the ducks and the park. The childminder also provides resources that encourage children's imaginative play, for example, a pretend kitchen and food. She involves herself in their play to promote language, such as pretending to have a barbeque or making a phone call. Children learn through everyday activities, for example, the childminder supports them to count and know their colours as they set up the train track and small world figures. The childminder has not yet fully developed the observation and assessment process to identify children's starting points and the next steps in their learning

journey. However, she is aware of the requirements and will be attending EYFS training in the near future to discover how to aid children's progress and assess their next steps appropriately.

The children are cared for in a safe and secure environment where the childminder has good regard to the children's safety and welfare. The childminder helps children understand about possible dangers by practising the emergency evacuation procedure regularly. Children learn about road safety as they go on outings and trips. They learn about the wider world and diversity through the range of resources and as they celebrate festivals. The childminder helps children with English as an additional language by learning words from their language and supporting them to learn more English words through repetition. The childminder is a good role model and encourages them to learn simple hygiene routines, such as washing their hands after using the toilet, before lunch and wiping their own noses. She has a good understanding of healthy eating and is fully aware of the children's dietary needs and allergies. Children have good opportunities to develop their physical skills as they play in the garden, at the park and soft play areas. This also supports the development of their social skills as they play with other children. The childminder develops sound working relationships with the parents and carers of the children, sharing information and working in partnership for the benefit of the child.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

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