

Inspection report for early years provision

Unique reference number	EY216175
Inspection date	11/05/2010
Inspector	Melanie Eastwell
Type of setting	Childminder

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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.

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Description of the childminding

The childminder was registered in 2002. She lives with her husband and three children, aged 13, 11 and seven years, in Raunds, Northamptonshire, close to shops, schools, parks and public transport links. The whole of the ground floor and the upstairs bathroom are used for childminding. The family has a pet rabbit.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group. She also provides care to children aged over five years to nine years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from the local school and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy and very well-engaged in purposeful, inclusive activities. The childminder's excellent knowledge of each child's needs makes sure that she successfully promotes their welfare and learning. Children are safe and secure and enjoy the childminder's individual attention. The partnerships with parents, other providers delivering the Early Years Foundation Stage, and other agencies are a key strength and are significant in making sure the needs of all children are very well-met, along with any additional support needs. This means that children progress rapidly given their age, ability and starting points. The childminder has successfully implemented systems for self-reflective practice which ensures that areas of strong practice are celebrated and priorities for future development are identified and acted upon.

What steps need to be taken to improve provision further?

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

- developing further the systems for observation and assessment to demonstrate clearly how the children explore play materials in order to assist with the planning of future activities.

The effectiveness of leadership and management of the early years provision

The childminder has implemented high quality written records, policies and procedures that underpin the safe and very efficient management of her childminding commitments. Children are very well-safeguarded because the

childminder has a secure knowledge of the procedures to follow in the event of child protection concerns. Meticulous risk assessments that are regularly reviewed and updated promote children's safety and well-being. For example, children take part in emergency evacuation drills and they begin to learn about road safety through discussion with the childminder when out walking.

The childminder has implemented a highly efficient system for self-evaluation. She constantly reviews her activity with the children and her documentation to ensure it is meaningful and up-to-date. She is very keen to keep her knowledge up-to-date and has recently completed a Level 3 qualification and the 'Quality First' assurance scheme. She has taken positive action on the recommendation made at the last inspection and she has sought the views of the parents and children to ensure that her service responds to their needs. This valuing of the children's and parents opinions and suggestions contributes to their sense of belonging in the childminder's home.

Children benefit greatly from the highly effective partnership working between their parents and the childminder. Parents are consulted about how they would prefer to receive feedback regarding their child's daily routine and progress, and the childminder provides both written details in a daily journal and verbal feedback. Each child's record of achievement are regularly shared with their parents and they are invited to share information regarding their child's progress at home. Parents have access to a notice board in the entrance hall that provides them with information about the childminder's service and the daily menus. The positive links the childminder has developed with other providers, who are involved with the children, that deliver the Early Years Foundation Stage, and other agencies, support children's development and any specific additional needs they may have and ensure a smooth transition and a consistent approach. This is through the sharing of information regarding activities and progression for each child.

The quality and standards of the early years provision and outcomes for children

The childminder is skilled in meeting the needs of all the children by providing them with an extensive range of play materials and activities that cover the six areas of learning and are planned according to the children's individual interests. The childminder makes sure that all the activities are completely inclusive and that children have plenty of opportunities to make choices and decisions about their play. For example, younger children move around the play room freely and enjoy finding different items to explore. They put bowls inside each other and spin them around on the floor and show real fascination in opening and closing the doors on a range of different imaginative play toys. Older children take part in activities, including working together on a large jigsaw puzzle, using a tape measure to measure various items in the childminder's home, using binoculars to look at the birds in the garden and growing vegetables, such as carrots and tomatoes. The childminder is creative in her planning of activities. She ascertains each child's starting points by watching them play and uses this information to plan future activities. Children's progression is recorded through regular snippet observations,

photographs and samples of their art and craft work. The observations are evaluated and linked to the relevant area of learning and some have next steps for learning identified. Although the written observations are recorded on a regular basis, they do not always contain sufficient information about how children are exploring and finding out about the textures and properties of the objects they are handling. The childminder uses the Practice Guidance document to assist her in the identification of achievable and appropriately challenging next steps for individual children.

Children's welfare and care is managed with great success. They are all treated as individuals and with respect. The childminder cares for babies according to their own daily routines. For example, feeding times and sleeping times are managed for individual children following consultation with their parents. Children demonstrate that they feel safe and secure with the childminder. For example, older babies follow her into the kitchen and dining area and readily snuggle into her and fall asleep after bottle feeds. The childminder has high standards of hygiene in her home and this contributes to children's continued good health. She washes her hands before preparing food, thoroughly discusses each child's dietary needs with their parents and follows effective practices to minimise the risk of cross infection during nappy changes. Older children understand the benefits of maintaining good personal hygiene, through discussion and effective role modelling by the childminder, displays of posters in the dining room and the bathroom and through having individual colour coded towels that are laundered regularly. Children are able to make choices and decisions about their play and activities. A stimulating variety of toys are set out for younger children and they are able to help themselves to different items and books from low-level boxes. Older children are confident to ask for items they want, and the childminder discusses any relevant issues with them. They have recently been involved in developing appropriate boundaries and expectations for behaviour in the childminder's home and they complete a mini questionnaire about the childminder's service and any suggestions are discussed and implemented if possible. Children begin to learn about the wider world because the childminder thoughtfully plans activities relating to a variety of festivals and seasonal events that are meaningful to the children, and plenty of images that celebrate diversity are evident in the play provision. Children demonstrate a close bond with the childminder, and her commitment to managing their individual needs is very clear.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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