

Inspection report for early years provision

Unique reference number	EY239855
Inspection date	18/01/2010
Inspector	Sheila Dawn Flounders
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2003. She lives with her husband and two school-aged children in a village to the west of Northampton. The property is close to shops, parks, schools and public transport links. The whole ground floor of the house is used for childminding and is easily accessible. There is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and also on the voluntary and compulsory parts of the Childcare Register. She is registered to care for five children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding two children in this age group on a part-time basis.

The childminder walks to local schools to take and collect children and has links with local schools and pre-school groups. She attends the local parent and toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has recently improved her knowledge and understanding of the requirements of the Early Years Foundation Stage and as a result most of these are now met. Necessary documentation is all in place, although some aspects are not fully developed. Children continue to be provided with a supportive environment where they are treated as individuals and enjoy positive relationships with the childminder and her family. Ongoing partnerships, particularly with parents, underpin these. As a result of the improvement the childminder has made since her last inspection, children are now making at least satisfactory progress in their learning and development, and their welfare needs are met. She has introduced some systems to ensure that current standards are at least maintained, with self-evaluation used effectively to plan for continuous improvement in the future.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact and parental responsibility for each child (Safeguarding and welfare). 01/02/2010

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

- develop the detail of assessment records to more clearly provide evidence of

children's progress in all areas of learning, and systems to regularly monitor this progress

- improve the record of risk assessment, so that it includes sufficient information on the regular review and any action taken as a result
- develop liaison with other settings children attend.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded due to the childminder's confidence about those issues that would cause her concern and what action she would take as a result. Details of her policy are shared with parents and they are also now given information about how to raise any concerns they might have. She has ensured that suitability checks have been completed on household members and uses risk assessment appropriately to consider potential hazards to children within the premises, for example, when children use the large trampoline and on outings. The childminder regularly reviews aspects of the risk assessment but has not recorded all subsequent actions taken as a result. Children are supervised at all times, with particular care given to reinforcing necessary routines on outings, such as practising road safety on the walk to school. The childminder makes effective use of the space within her home to provide a child-friendly environment which encourages increasing independence in young children. She considers who is attending each day, what resources are appropriate for their age and ability and makes provision for several activities to run concurrently so that children have real opportunities to choose what they want to do. Children have access to a suitable range of resources, which include those that promote positive images of diversity and the childminder is particularly proactive in ensuring there is no gender bias in activities.

Parents are provided with detailed information about the childminder's policies and procedures as part of their child's settling in period. Personal information is exchanged so that the childminder is able to meet individual needs and help new children settle in quickly, although she does not currently obtain required information about who has legal parental responsibility for each child. Positive relationships also exist with other settings some children attend, and information is exchanged about care issues but not yet about their progress or ability. The childminder is using self-evaluation effectively to help her identify her current strengths and weaknesses, with some thought then given to how to rectify these. She has robust plans for her own personal development and also to aspects of the provision to benefit outcomes for all the children as she strives to continue with the impetus of her recent overall improvement.

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

Children are provided with effective learning and development opportunities due to the improvement in the childminder's understanding of what is required. Some activities are planned to help them reach individual identified targets, based on

previous observations the childminder has made on their current ability and things she knows will interest them. At other times they develop their own play, accessing a variety of resources from those which the childminder makes available to link into their themes. As a result they have a balance of activities, including some favourites, such as imaginative play with the pirate ship, and others that they experience for the first time, like mastering the controllers to play on the game console. They benefit from positive interaction with the childminder as she joins in activities with them, demonstrating how to use unfamiliar resources and encouraging their efforts so that they maintain interest and persist. Appropriate assessment records are maintained, although they currently lack sufficient detail, or monitoring systems, to ensure that the extent of children's progress is fully evident.

Children's welfare needs are all met. They obviously enjoy their time at the setting and through close relationships demonstrate that they feel safe. During activities they develop their understanding of keeping themselves safe, for example, taking care when moving around items on the floor and continuing the childminder's example of citing some of the smaller toys on the table. Regular access to physical play and daily fresh air help children learn to adopt healthy lifestyles. This is reinforced by the childminder provision of healthy meals and snacks. Robust hygiene routines and parental awareness of exclusion periods following illness help protect children from the risk of cross-infection. All children are valued as individuals and make positive contributions within the setting, for example, producing art work and helping to take care of resources. They have many opportunities for individual attention and the childminder uses this time to reinforce her boundaries so that generally children's behaviour is good. She has a good understanding of behaviour triggers, and takes a proactive approach encouraging children to play together, share and take turns so that they have opportunities to develop necessary skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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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