

Inspection report for early years provision

Unique reference number	EY251951
Inspection date	23/10/2009
Inspector	Jan Burnet
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 in Northampton, to the south of the town centre, with her husband, mother and two adult daughters. A designated playroom, dining room, sitting room and toilet are used by children on the ground floor, and a first floor bedroom is registered for sleeping children. There is a fully enclosed rear garden for outside play. The family has a dog and two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children aged under eight years at any one time and three may be in the early years age group. There are currently three children in the early years group on roll. The childminder walks or transports children to and from a local pre-school. She attends parent and toddler groups.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's understanding of the Early Years Foundation Stage (EYFS) is strong. She promotes children's care needs very well and meets their individual developmental needs effectively. The childminder ensures that all children are valued and included. Information obtained from parents helps her to identify and address children's differences. The childminder is aware of her strengths and areas for improvement and uses this awareness to review her practice. Her commitment to continue to monitor and extend her practice within her childminding supports the development of children's care and learning well.

What steps need to be taken to improve provision further?

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

- develop systems for using information from parents, as well as observation and assessment, to plan next steps in learning for individual children.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe, warm and welcoming environment and good measures are in place to promote children's health. She is aware of her responsibilities with regard to supervising the children in her care. Necessary checks for herself and her family have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. Welfare requirements are very well met. A comprehensive written risk assessment identifies how potential hazards have been identified and thoroughly

addressed in the home and on outings. Superior systems are in place to ensure that children are safeguarded. The childminder makes sure that parents are aware of her clear safeguarding procedure, the Northampton Safeguarding Children Board booklet and the 'What to do if you are worried a child is being abused' booklet. The childminder is fully aware of her responsibilities and keeps her child protection knowledge up-to-date. All required documentation and records are kept in good order. The childminder makes sure that resources meet the different developmental needs of children well. She continually reviews and renews toys. A local toy library is used and a group of childminders swap toys so that children experience a greater variety.

The childminder is aware of the benefits of self-evaluation and identifies areas for improvement as; completing a training course to extend her safeguarding knowledge, attend refresher training on nutrition, make sure that her first aid certificate remains in-date, and complete Action Kids training workshops that she is currently attending. Her commitment to improvement is good. There were two recommendations raised at the last inspection; to develop planning and provision of activities with use of the 'Birth to Three Matters' framework and to introduce a system to record any complaints and any action taken. These have been addressed well as the childminder has developed a clear complaints procedure and keeps complaints record sheets, although no complaints have been made. She completed 'Birth to Three Matters' training in 2006 and has continued to develop her knowledge by attending EYFS training in 2008.

Information provided for and obtained from parents is good. Written policies include ones on safeguarding, health and safety, illness, complaints, equal opportunities, managing behaviour, admissions, a missing child and a child not collected at the agreed time. Parents are made aware of all policies and procedures as they are included a portfolio. Written copies are offered to them by the childminder. The portfolio also contains past Ofsted reports and registration details, insurance, training certificates, police clearance information, references from former parents and the weekly routine. The childminder completes a daily diary for each child and shows parents their child's observation and assessment records.

The childminder encourages children to gain an understanding of difference, for example, she provides resources that reflect different cultures and disability and children gain an awareness of different religious and cultural festivals. In discussion, the childminder explains how she ensures that the needs of children with special educational needs and/or disabilities, and English as an additional language are met. For example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. For example, she is provided with a weekly activity schedule by staff at the local pre-school and this is inserted into children's journals.

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

Children are making good progress and the childminder is clear of her responsibilities with regard to ensuring that all children are challenged effectively. The range of resources and activities meet their needs well. Children's achievements are being recorded, however, the childminder has not yet developed a fully effective system of observation and assessment to clearly identify future learning needs and potentially this has an impact upon the progress that children make.

Children are developing well socially and emotionally. They are happy, settled and confident. Their independence is promoted effectively as they are able to easily select resources and address their own personal hygiene needs. Children play cooperatively and they are learning to share and take turns. The childminder implements her behaviour management policy with use of positive reinforcement and by ensuring that boundaries for behaviour are clear. Children's social development is promoted as they play with children cared for by other childminders and as they take part in group activities at parent and toddler groups. They develop physical skills as they play on sit and ride toys and play ball games at home, they climb slide and swing at the park, and learn to pedal and steer tricycles at groups. Children enjoy dancing and their creativity is promoted as they move imaginatively to music, play with a range of role play resources and enjoy art and craft activities.

Children develop manipulative skills as they play with a variety of resources that are appropriate for different ages and stages of development. Older children skilfully use scissors, for example, a three-year-old child says that he has cut out a rectangle, he knows how to change the shape to a square and says that he will cut out a triangle. Children make marks with pencils, crayons and paint. They enjoy looking at books and choose favourite stories for the childminder to read. Children count randomly as they play and the childminder promotes young children's development effectively as she encourages, 'one on one' counting. Children enjoy activities in which they can explore change, for example, cold cooking as they mix ingredients for chocolate crispy cakes

Children play in a safe environment and they are learning how to keep themselves safe. For example, why they must hold hands or on to the pushchair when out walking, safe use of equipment at the park and looking and listening before and whilst crossing the road. They are active and understand the benefits of physical activity. The childminder provides healthy snacks and parents provide nutritious meals. Children understand and adopt healthy habits such as good hygiene practices.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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