

Inspection report for early years provision

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Inspection date	17/05/2011
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.

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 her daughter aged 14 years in Wellingborough, Northamptonshire close to shops, schools, parks and public transport links. The whole of the ground floor of the house is used for childminding.

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 and she is currently minding three children in this age group. She also provides care to children aged over five years to 11 years and 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 regularly. The childminder is a member of the National Childminding Association and of the Northamptonshire Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has developed a good knowledge of each child's needs which makes sure she is successful in promoting their welfare and learning. Children are safe, secure and they enjoy the childminder's attentive and inclusive interaction with them. The partnerships with parents and with other providers delivering the Early Years Foundation Stage are strong and this partnership working is significant in ensuring that the individual needs of all children are met effectively. This means that children make good progress given their age, ability and starting points. The childminder has implemented systems to evaluate her provision that includes identifying her priorities for future development which results in provision that responds to the children's needs.

What steps need to be taken to improve provision further?

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

- develop further the system for observation and assessment to ensure the identified next steps take account of children's individual interests and ensure the next steps identified for each child are re-visited to clearly show children's progression
- improve the risk assessment by ensuring that each type of outing that involves the children is included in the document.

The effectiveness of leadership and management of the early years provision

The childminder gives children's safety and welfare high priority. She has developed mostly effective documentation to manage safety issues that underpins her good awareness of how to keep children safe. The childminder is aware of the importance of following the Local Safeguarding Children Board guidelines in the event of any child protection concerns. The adults in the household have the required clearances in place, the identity of all visitors is checked and visitors are required to sign in a book. Written risk assessments are in place that covers all aspects of the childminder's house and garden. Children are safe on outings because the childminder checks toddler groups and the local Sure Start centre's risk assessments and she continually maintains high levels of supervision during the outings. However, each type of outing that involves the children is not currently recorded on the risk assessment document.

Children have access to a very good range of play materials and resources that are entirely appropriate for their different ages. The childminder rotates these regularly and stores them in low-level boxes and crates to encourage the children to make their own choices and decisions. Children can access their own record of achievement and story books from a low shelf whenever they wish. The childminder's organised approach and friendly, relaxed manner supports children to feel confident in her home.

The childminder has developed a process to evaluate her provision and her daily activity with the children and she is keen to develop this further. She has sought the views of parents who provide complimentary comments about her reliability and commitment to their child's care. Some have included very positive comments from their children. She demonstrates a good capacity for continuous improvement. For example, she has taken positive action on the recommendation made at the previous inspection, she has kept her knowledge up-to-date through attending a wide variety of training courses, she has completed the National Childminding Association 'Quality First' assurance scheme and she has gained a level three qualification. The childminder has identified her areas of strong practice alongside her plans for future development.

Children benefit from the good partnerships the childminder has built with their parents and with other providers of the Early Years Foundation Stage. Parents are welcomed warmly into the childminder's home and they are provided with any updated documents, such as policies and procedures to read and sign. The childminder provides them with verbal feedback each day regarding their child's daily routine and the activities they have enjoyed. Parents have regular involvement in their child's learning and development. For example, they are asked for information when their child starts attending about their routines and what they like to do at home.

Periodically, the childminder shares their child's file with their parents and requests any comments about their progress or suggestions for ideas that can be included in their child's planning of activities. The childminder has a notice board for parents

that gives details about the evacuation procedure, how to contact Ofsted and the complaints procedure. The childminder works closely alongside parents with any other provision their child attends to ensure that details are shared regarding any messages to be passed on, topics and activities. This effective partnership contributes to a consistent approach and a smooth transition for the children.

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

Children enjoy attending this welcoming, friendly and relaxed setting. The childminder ensures that children are provided with a lovely range of play materials and resources that are interesting and appropriately challenging. She knows each child very well and is skilled in anticipating and responding to their needs, such as for changes to activities and meal times. Children demonstrate that they feel safe in the childminder's home. For example, they separate happily from their parents when they arrive, they move confidently between their chosen activities and they approach the childminder for comfort and reassurance as they need it. Children enjoy the childminder's gentle, yet enthusiastic interaction with them. She talks to them about what they are doing and supports them to try new experiences. Each child is treated as an individual and with great respect. They begin to learn about the wider world and diversity through seasonal activities around Diwali, charity event days, Easter and the recent royal wedding. The childminder provides effective support for children who have specific needs or speak English as an additional language. She works closely with parents to ensure she understands the nature of any particular needs and she is sensitive to children and parents who are bi-lingual. Children begin to learn about managing their own personal hygiene. For example, they wash their hands before eating and they have individual hand towels in the bathroom. Babies have their hands cleaned by the childminder. Children's dietary needs are fully discussed with their parents to ensure that individual requirements can be managed and children enjoy healthy snacks and meals while sitting together.

Children enjoy getting involved with the easily accessible play materials, resources and activities prepared by the childminder. These activities cover all six areas of learning. For example, they take part in an activity where they have to find items of a particular colour on a list provided by the childminder. When the children find the item they are encouraged to draw a picture of it and then are supported to measure the item using a ruler. The childminder successfully incorporates colour recognition, creative skills and numeracy awareness through using mathematical language, such as 'bigger' and 'smaller' into this one activity. Children have plenty of opportunities to play freely. Babies enjoy rummaging around in boxes, pulling out the toys they want. They explore them by turning them over in their hands and laugh when they press a button to make music. Children get on very well together. They become excited when their friends arrive and older children fetch toys for their younger peers to play with. Children of different ages enjoy playing with a range of bottles that contain a variety of items, some in water, such as pasta, glitter, shells and sequins. They look at them, shake them, line them up and move them around the room to add to other games. This engagement in good activities promotes children's confidence and curiosity.

The childminder records each child's progress in individual files that contain a variety of written observations, photographs and samples of their art and craftwork. These observations are recorded under each of the six areas of learning. The childminder links the observations to the relevant area of learning and uses the Practice Guidance document to help her identify individual next steps for each child. However, she does not currently identify any next steps that are led by the children's interests and she does not re-visit the identified next step by carrying out a further observation to clearly demonstrate children's progression. Children benefit from the childminder's commitment to meeting their individual needs. Her gentle and sensitive interaction with them promotes their feelings of well-being and belonging.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
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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