

Inspection date	24/10/2012
Previous inspection date	12/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks of her premises and minimised these to ensure that children can play safely.
- Children feel safe and secure whilst in the childminder's care and confidently seek additional support, comfort and reassurance if required.
- The childminder supports young children's language development and successfully introduces new vocabulary whilst children participate in their chosen activity.
- The childminder actively works in partnership with parents to support children's healthy eating.

It is not yet outstanding because

- The educational programme for expressive arts and design does not provide sufficient opportunities for children to explore a wider range of media and materials.
- Systems to monitor and track children's progress towards the early learning goals are not completely embedded in the childminder's practice.
- Whilst the childminder reflects and identifies strengths in her practice, plans for future improvement have not been fully developed in order to continue to advance and improve on her current practice.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted a tour of the premises and garden during the inspection.
- The inspector observed children's activities and routines in the indoor areas.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability of the childminder and discussed her self-evaluation form.

Inspector

Ann Austen

Full Report

Information about the setting

The childminder was registered in 2005 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Kingsley area of Northampton and uses the whole of the downstairs area and enclosed garden for her childminding. Toilet facilities are provided on the first floor. The childminder lives with

her three children aged eight, six and four years. She has a pet cat.

The childminder has a Certificate in Childminding Practice at level 3 and has completed first aid and child protection training. She attends toddler groups and visits local shops and parks on a regular basis. The childminder is able to take and collect children from local schools and pre-schools. She currently has two children on roll who are both in the early years age group and attend on a part-time basis. The childminder is open all year round from Monday to Friday except for family holidays agreed in advance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further ongoing assessment systems with specific regard to fully embedding tracking and monitoring systems to show children's progress over time in all areas of their learning
- develop further the educational programme for expressive arts and design by: providing opportunities for children to explore a wider range of media and materials such as gloop, paint, dough and collage materials
- develop further an improvement plan in order to continue to develop and improve on current good practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time in the friendly, relaxed family atmosphere and engage in purposeful play. The childminder uses observational assessment to understand children's levels of achievements and interests and then plans learning experiences reflecting her observations. However, systems to monitor and track children's progress towards the early learning goals over time and across the seven areas of learning are not completely embedded in the childminder's practice. This potentially compromises the range of activities provided for young children and the childminder's ability to accurately monitor the children's progress over time. The childminder is developing an effective partnership with parents. She seeks the views of parents including starting points on entry and keeps them informed about their child's progress and development through the continuous exchange of information, for example, through verbal discussions and by sharing the children's learning journal.

The childminder enables children to play and explore independently; children are active learners and make choices from a range of age-appropriate toys and resources. The childminder actively talks to the children about the choices they have made and asks appropriate open questions to support their learning. For example, when the children play with the doll's house the childminder poses questions relating to the purpose of the washing machine and asks if the 'daddy' needs a blanket on the bed. This leads to a discussion about the differences between hot and cold. Children learn to listen and the childminder is aware that young children's understanding is often greater than their ability to express their thoughts and ideas. Consequently, the childminder constantly talks to the children and encourages them to repeat simple words as they begin to build their vocabulary. For example, when children look at Halloween pictures the childminder introduces new vocabulary, such as 'scary' and the 'big spider'. Singing and rhymes such as 'The wheels on the bus' and familiar stories, for example, a popular children's story about three pigs, supports the development of children's language structures. A 'Who's in the house board' is visibly displayed which helps young children learn to recognise their own name.

Children learn to solve problems as they complete puzzles and match items of the clothing to the correct part of the body. The childminder introduces counting during everyday situations and uses mathematical language, such as 'big', 'tall' and 'small'. Children enjoy outings, such as trips to the park, visits to the pet shop and to toddler groups where they sing and dance. This effectively broadens children's range of experiences and promotes their social development. Children enjoy exploring toys with buttons, flaps and simple mechanisms and learn how to operate them. They paint and create hand prints. However, children do not always have sufficient opportunities to fully explore and experiment with a wider range of media and materials through sensory, creative exploration. This potentially compromises children's art and design skills.

The contribution of the early years provision to the well-being of children

Children enjoy close and trusting relationships with the childminder. They feel safe and confident to explore their surroundings and know they can safely return to the childminder for additional support, comfort and reassurance. This effectively supports children's personal, social and emotional development. Relationships with the childminder are warm and caring and children develop positive relationships with their peers. Settling-in arrangements including discussions relating to children's care and learning needs, successfully aids transitions from the children's home into the childminder's care. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and that any medical needs are known and accurately met. This ensures children's continual well-being.

Young children's individual routines are closely followed. Children rest and sleep when they are tired, enjoy their meals at appropriate times of the day and have their personal care needs met. Children benefit from regular fresh air and exercise. They enjoy physical play in the garden, such as ball games, bouncing on the trampoline, scooting on the scooter and manoeuvring wheeled sit-and-ride toys. This effectively promotes children's

skills in coordination and control and improves their fitness. Although children currently have meals which are provided by their parents, the childminder works in partnership with parents to ensure all meals and snacks are healthy, balanced and nutritious. Children are encouraged to take regular drinks. Young children learn appropriate self-care skills, such as learning to feed and dress themselves. For example, children try to put on their shoes before outdoor play which successfully aids their developing independence. Children are cared for in a clean home, nappy changing procedures are hygienic and older children learn the importance of hand washing in order to prevent the spread of infection.

The childminder provides safe surroundings in which children have the freedom to move and develop their play and ideas. Older children are beginning to recognise dangers. They are taught appropriate road safety, not to touch dogs until they have the owner's permission and not to put things in their mouth because they might choke. Older children are encouraged to take appropriate risks, such as trying to climb a little higher on the climbing frame. They learn to take responsibility, such as helping to tidy away the toys and learn to carefully zip the safety net on the trampoline to ensure they do not fall. Children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others, for example, to share, take turns, to be kind to one another and to be polite. The childminder discusses behavioural management strategies with parents to enable appropriate continuity.

The effectiveness of the leadership and management of the early years provision

The childminder has an overview of the educational programmes and the experiences required to help children make progress towards the early learning goals. She is continuing to develop and embed systems to monitor and track children's progress. Safeguarding and welfare requirements are met. The childminder reflects on her key strengths; engaging with and supporting the children in their learning and since the last inspection she has taken positive steps to continue to improve the quality of her provision. For example, the childminder has completed a safeguarding children course and obtained a level 2 certificate in Food Safety and Hygiene for Catering. Actions raised at the last inspection have been met. However, the childminder has not fully formulated a future improvement plan in order to continue to develop and improve on her current good practice. Consequently, clear targets for continued future improvement have not been set.

The childminder understands the importance of developing constructive relationships with other professionals involved in supporting the children's care and education. Positive relationships are established with parents. Records, policies and procedures underpin the safe and effective management of this welcoming, family environment. The childminder understands the indicator signs of abuse and the procedures to follow to report concerns. This effectively promotes children's continuing well-being. A written child protection policy and all relevant guidance documents effectively support the childminder's practice. Risks of accidental injury are minimised during indoor and outdoor activities because the childminder supervises the children well and carries out regular risk assessments of all aspects of her home and on outings. The premises are secure and safety equipment is

used according to the needs of the children attending. For example, a safe barrier prevents children from having unsupervised access to the hallway and dangerous substances in the kitchen are made inaccessible to children. Consequently, dangers are minimised and children's safety is secured.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY304077
Local authority	Northamptonshire
Inspection number	820275
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	12/01/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

