

Inspection report for early years provision

Unique reference number	EY317226
Inspection date	21/03/2012
Inspector	Anne Archer
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 registered in 2006. She lives with her partner and three children aged eight, five and two years in a modern residential area on the north side of Kettering, Northamptonshire. The whole of the childminder's house is available for childminding and there is a secure garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to four children under eight years at any one time including two in the early years age group. She currently cares for one child in the early years age group and four children after school with flexible arrangements. She walks to collect children from the local primary school and regularly attends a local parent and toddler group.

The childminder is a member of the National Childminding Association and has a level three qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is successfully promoted and they make good progress in their development and learning taking into account their starting points and capabilities. Safeguarding systems are thorough and partnerships with parents are established and effective. Some documentation requires review to better reflect children's progress towards the early learning goals. The childminder knows the children well and works hard to make sure she meets their individual needs thoroughly. The childminder's use of self-reflection and evaluation ensure that strengths are recognised and areas for development are identified and improved. As a result, the childminder's capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

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

- devise ways to further enable parents to contribute to their child's record of achievement
- consider ways to record outcomes of children's next steps to more clearly show progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder has a secure understanding of her responsibilities in relation to child protection and to keeping children safe. She is confident in her knowledge of potential concerns and knows how to respond effectively to deal with them. The childminder's complaints

procedure is shared with parents and she has procedures in place to ensure she knows other adults who may collect children on behalf of their parents. Visitors to her home are asked for identification and are not left alone with minded children.

Risk assessments are conducted on the childminder's home and garden and on the venues for outings. They are reviewed when anything changes, such as caring for a new child. The childminder carries out daily visual checks on anything the children may come into contact with to ensure that potential hazards are minimised before children arrive or start to play with a particular toy or piece of equipment. Policies and procedures are reviewed annually and any changes are shared with parents.

The effectiveness with which the childminder promotes equality and diversity is good. Children learn about similarities and differences through discussion, reading stories and participating in activities planned around festivals being celebrated within the local community. She has a thorough knowledge of each child's welfare and developmental needs and has established a clear system for assessing and planning for children's learning needs although confirmation that next steps have been achieved is not always recorded. The childminder engages well with parents and carers. She has daily discussions with parents about the child's day and invites them to look at their child's observation folder regularly. However, although parents make valuable contributions to support their children's learning, these are currently not recorded to give a full picture of each child's overall progress.

The childminder's premises are suitable for purpose and she strives to maintain a stimulating and supportive environment in which children flourish. Resources are safe and suitable for the developmental stage and interests of the children. The childminder has a clear vision for the future of her provision. She reflects on her practice and is prepared to attend training to support her ongoing development. This commitment shows that her capacity to maintain continuous improvement is good.

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

Children are well settled, content and keen to take part in activities. They play with a range of suitable toys which the childminder regularly changes and adds to. Activities reflect the interests and learning needs of the children. The childminder observes and takes photographs of the children as they play and uses the information to provide activities that she knows they will enjoy and which will help them to make progress.

Children enjoy the childminder's attention and show by the mannerisms and behaviour that they feel safe and secure in the childminder's care. They are starting to understand the childminder's house rules to be kind and help their friends and behave well under her consistent and supportive approach. Children learn about personal safety through daily routines such as when they are getting in and out of the car and walking to and from school. In addition they participate in periodical emergency evacuation practices and become aware of the reasons for

this. As a result, they learn to negotiate risk without impeding their developing independence.

Children learn about the importance of adopting a healthy lifestyle. They are learning when they should wash their hands and how to do so effectively to eliminate germs before eating their sandwiches at lunch time. They have regular drinks of water so they remain hydrated which supports their general good health. Children are well looked after if they have an accident or become unwell because the childminder maintains a current paediatric first aid certificate and a first aid kit and has clear procedures in place for the collection and exclusion of sick children.

Children develop physical skills as they play on the apparatus in the garden or improve their hand/eye co-ordination as they play with a ball. They engage in imaginary play as they make pizza and pour cups of tea for the childminder. Children sit with the childminder and listen to stories and show as they pick up a book that they understand how to use them. Children go on outings to parks and talk about what they see such as when they look out for the birds in the trees. They attend a toddler group each week which supports their social development and provides opportunities to play with a different range of toys and activities. Overall, children develop skills which support their future learning.

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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