

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY335057    |
| <b>Inspection date</b>         | 18/05/2011  |
| <b>Inspector</b>               | Ann Austen  |
| <b>Type of setting</b>         | 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 2006. She lives with her husband and two children aged 13 and five years in the Oakley Vale area of Corby, Northamptonshire. The childminder's home is close to shops, parks, schools and public transport links. The whole ground floor of the childminder's house is used for childcare purposes, including toilet facilities. Sleeping facilities are provided on the first floor. There is a fully enclosed garden for outdoor play. The childminder has two pet rabbits.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding four children in this age group, whose times vary. The childminder also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends several toddler groups on a regular basis. She participates in a quality assurance scheme and is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises a flexible daily routine to ensure children's individuality is recognised and that all children are fully included in the life of the setting. Consequently, children are happy, settled and make good progress in their learning and development. The childminder is committed to the development of her practice and has begun to identify strengths and areas for improvement in order to ensure continuous improvement. All required welfare requirements are met and the childminder is continuing to develop the observation and assessment process. Partnerships with parents are good and the childminder understands the importance of developing relationships with other providers and services to promote integrated care and education for children, however, this is not fully implemented in practice.

## What steps need to be taken to improve provision further?

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

- develop further systems to ensure that ongoing assessment is used to fully identify learning priorities and to track children's progress towards the early learning goals, and develop partnership working where children receive education and care in more than one setting
- develop further systems to ensure that reflective practice continues to identify strengths and priorities for development and that the targets set to

achieve continual improvement are effectively implemented.

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

Children are well protected and safeguarded because the childminder has a good knowledge of local child protection procedures and understands her responsibilities for the children in her care. This ensures that children are well protected and given high priority at all times. A safeguarding policy and relevant guidance documents effectively support the childminder's practice. The childminder ensures the children's continual safety by undertaking daily risk assessments of her premises, equipment and resources and by providing close supervision at all times. For example, the premises and garden are secure, a safe barrier prevents access to the stairs and all kitchen cupboards containing dangerous items are made inaccessible to children. Consequently, children move around safely and independently. Children's health and well-being are well promoted by the childminder's knowledge of first aid. Clear procedures are in place in the event of accidents and for the administration of medication if children are unwell.

The childminder holds an appropriate National Vocational Qualification at level 2. She is committed to the development of her practice in order to improve outcomes for children, for example, the childminder has recently commenced a training course to obtain an additional childcare qualification. All required policies and documentation for the effective and safe running of the provision are in place and available to parents, for example, a complaints procedure and an equal opportunities policy.

The childminder is beginning to reflect on her practice and has identified areas for improvement; however, objectives are still to be fully implemented in practice. Recommendations raised at the last inspection have been met. Permission to transport children in a vehicle has now been met and resources that promote positive images of disability have been developed. However, self-evaluation is at the early stages of development and as a consequence is not fully impacting on the outcomes for children.

The childminder acts as a positive role model and works hard to ensure that the service provided is responsive to the needs of the children and families who attend. She provides proactive care to support children who speak English as an additional language. For example, she closely liaises with parents, ensures consistent and familiar routines, learns key words and provides additional resources to support their development. Children are provided with a good range of age-appropriate resources and activities to ensure they can all participate in play opportunities regardless of gender, background, ability or disability. This includes a range of resources and activities to promote a positive view of the wider world and to increase children's awareness of diversity, for example, children handle resources that reflect positive images of others and celebrate different faiths, such as Christianity and Judaism. Consequently, children learn to appreciate our similarities and differences as they play.

Partnerships with parents and carers are good. Parents comment positively about the care and learning provided. Children's continuity of care is promoted as a good range of information is gathered at the point of registration, for example, 'all about me' forms and information, to ensure that specific dietary needs and preferences are catered for and any medical needs are known and accurately met. Settling-in arrangements are flexible to meet the needs of the parents and children. Parents are made fully aware of the all aspects of their child's day. Verbal discussions are shared at drop-off and pick-up times and daily diaries are used to share information, such as the quantity of food eaten and the activities children have participated in. Parents have regular opportunities to review their child's observational record book and the childminder is continuing to develop strategies to encourage parents to contribute their comments.

The childminder understands the importance of working in partnership with other providers who deliver the Early Years Foundation Stage to ensure continuity and coherence through the sharing of information. However, to date the childminder has not fully implemented this in practice. This potentially compromises the delivery of the Early Years Foundation Stage.

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

Children learn at their own pace, have fun and participate in a range of adult-led and freely chosen activities. Consequently, they are making good progress towards the early learning goals in relation to their capabilities and starting points in their learning. The childminder is continuing to develop and build on her existing good knowledge of the Early Years Foundation Stage. She successfully builds on the children's interests as they play and records observations and takes photographs of each child's achievements and progress. However, whilst the childminder can discuss how children are progressing she is continuing to develop the skills to record and evaluate this information against the six areas of learning to identify children's next steps. Consequently planning documents are not always sufficiently focused on children's individual learning needs.

Children are actively encouraged to try and do things for themselves, for example, they independently select resources and put on their own shoes for outdoor play. As a consequence, children are developing their independence and are learning to take responsibility. Children are developing their communication skills. They listen to stories and look at books for enjoyment. Children make marks as they draw, chalk and paint the garden fence with water. They count the spots on the ladybird, learn to differentiate shapes, complete puzzles and learn about volume and capacity as they play with the water and sand.

Children are encouraged to care about the environment. They recycle materials and learn not to throw litter onto the floor. Children thoroughly enjoy blowing and watching bubbles float in the garden. They learn to respect and care for living things, such as the childminder's rabbits, and they plant sunflowers and observe how ingredients change, for example, when they bake cakes and biscuits. Electronic toys, such as the laptop, are used to support children's learning.

Children's creativity is actively encouraged. They act out real and imagined events, such as filling the toy car with petrol and doing the ironing in the home corner. Children dress up as elves, police officers and fairies and use their imaginations as they handle a range of small world resources. Children dance, sing and play musical instruments. They enjoy creative art activities, for example, they sponge paint, use potatoes to print, create glitter pictures and make rabbit masks.

Children feel secure and develop a sense of belonging while in the childminder's care. They confidently seek support and reassurance from the childminder as required. Children are encouraged to learn about dangers and how to keep safe. For example, children learn to cross the road safely, why they should not talk to strangers and not to approach dogs. Children practise regular fire drills and the childminder discusses why they must wear a seatbelt when travelling in a car. Children are developing a good understanding of acceptable social behaviours and develop good self-esteem because they receive consistent praise and positive interactions from the childminder. They learn to play together, share and take turns.

Children are learning the importance of leading healthy lifestyles through everyday practical routines and activities. For example, children wash their hands after playing in the garden and before snack. Their nutritional needs are met through a good range of freshly prepared meals and snacks. Drinks are readily accessible and children clearly know that they can help themselves when they are thirsty, which ensures they remain comfortable and well hydrated. Children thoroughly enjoy daily fresh air in the childminder's garden. For example, children learn to swing, jump on the bounce zone, manoeuvre wheeled toys, push the buggies, knock over the skittles and come down the slide on their tummies and backs. Children enjoy local walks, visit the park to access more challenging play equipment, dance to music and attend various activity toddler sessions on a regular basis. This actively promotes children's coordination and fitness. Children's physical skills are developing well as they use tools, such as spoons, to scoop cake mixture into paper cases and rolling pins to flatten dough.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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 | 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

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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