

Inspection report for early years provision

Unique reference number	EY358882
Inspection date	26/10/2011
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband and three children aged six years, four years and 14 months in Wellingborough Northamptonshire, close to shops, schools, parks and public transport links. The whole of the ground floor except the utility room and one bedroom upstairs is used for childminding purposes and there is an enclosed garden for outside play. The family have fish as pets.

The childminder is registered to care for a maximum of three children under eight years at any one time, no more than two of which may be in the early years age range and she is currently minding one child in this age group. She also provides care for children aged over five years to eight years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends toddler groups regularly. She holds a level 3 childcare qualification and she 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 has developed a good knowledge of each child's needs and this enables her to be successful in promoting their welfare and learning. Children are safe and secure and they enjoy the childminder's gentle interaction with them. The partnership with parents is a key strength and this is significant in making sure the needs of all children are well met. This means that children progress well, given their age, ability and individual starting points. The childminder has implemented procedures to evaluate her practice and she is keen to continue to develop this further.

What steps need to be taken to improve provision further?

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

- improve the risk assessment to ensure each type of outing is recorded on the written document and obtain specific written consent from parents for children to use the trampoline in the garden
- develop further the processes for self-evaluation by including the views of the children where appropriate and through identifying the impact on the children of the action taken by the childminder.

The effectiveness of leadership and management of the early years provision

The childminder has a well organised approach to her childminding practise, she works on a small scale which ensures she is able to give each child good amounts of individual attention. The children's safety is given high priority. The adults in the household have the required clearances in place and the childminder understands the importance of following the Local Safeguarding Children Board procedures in the event of any child protection concerns. The childminder provides close supervision and talks to children about their own safety. For example, encouraging them to help tidy away when they have finished playing, taking part in emergency evacuation drills and through talking about road safety when out walking. The childminder has generally effective written risk assessment documents in place and she is fully aware of how to keep children safe both in her home and during walks and outings. However, the written document does not include each type of outing the children are involved in and she does not currently have specific written consent in place from parents for children to use the trampoline in the garden. Children have access to an abundance of play materials, books and resources that cover the six areas of learning. The play materials are rotated to keep children's interest and the children are able to make their own choices and decisions about what they play with because the toys are stored in low-level boxes, units and baskets throughout the ground floor of the house.

Children benefit from the excellent partnerships the childminder has built with their parents. She displays relevant information in the entrance hall for parents to see and she seeks detailed information from parents before children start attending. Parents are fully involved in their child's continued learning because they are asked to contribute to the planning of activities and they have regular access to their child's progress folder. The childminder keeps parents well informed each day thorough the use of communication books. These provide practical information, such as sleep times, nappy changes and food, as well as details about the activities their child has enjoyed during the day. Parents are encouraged to write in this book to inform the childminder of any relevant details relating to their child. This highly effective partnership contributes to a smooth transition and a consistent approach for the children. The childminder is fully aware of the benefits to children of working closely with other providers of the Early Years Foundation Stage, alongside parents to ensure that information relating to topics and themes and details about their progress is shared when appropriate.

The childminder has implemented procedures that celebrate her many areas of strong practice and that identify some priorities for the future. She demonstrates a good capacity to maintain continuous improvement. For example, she took positive action to address the recommendation made from the previous inspection and she is keen to keep her knowledge up-to-date through attending training courses. She has sought the views of parents about the quality of her provision through the use of questionnaires from which she received positive and complimentary feedback. She remains keen to continue to develop her reflective practice through involving the children in the process and through identifying the impact on the children of

her practice during her daily activity.

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

Children demonstrate clearly that they are confident and that they feel safe in the childminder's home. For example, they approach her for comfort and reassurance, they settle quickly to sleep, they are confident to move around between their chosen activities and enjoy rummaging around in the boxes exploring the different play materials. The childminder is skilled in her practice with individual children and this promotes their growing confidence. She gives lots of praise and encouragement for their efforts and achievements and she is happy to sit with them and get involved in what they are doing. Younger children thoroughly enjoy finding different items to explore. They find some toy bricks and are engaged by the childminder with her encouragement to try to build them into a tower, laughing and smiling when the childminder claps to appreciate their achievement. There is a huge range of toys available to the children and they move on to look through a box of cars, choosing some to put on the ramps in the garage. They then join in with another, older child who made a paper tunnel and they take turns to put the cars through it. The childminder ensures that the children's food, provided by parents, is stored in the fridge if required and she discusses any dietary requirements with them. Children are protected from cross infection because the childminder follows effective practices when changing nappies and she maintains high levels of cleanliness in her home.

All children are treated as individuals and with respect. The childminder only cares for one or two children at a time which ensures that she is able to provide each of them with lots of individual attention. Children begin to learn about the wider world through a range of resources, such as, puppets, dolls and puzzles, as well as books that celebrate diversity. The childminder is confident to talk to children and to answer any questions they have about people who are different to themselves. For example, through showing an interest in the children's home language and languages they are learning. Children get on well with each other and enjoy working together on different activities. The childminder is skilled at adapting the activities to enable everyone present to take part, such as, during baking or art and craft.

Children's progress is clearly evident through the very effective observation and assessment records the childminder maintains. Each child has a file that contains snippet observations of spontaneous activities and monthly focused observations that are linked to the identified next steps. The childminder makes written plans of activities for the children that are linked to their interests and to the next steps she identifies from the previous observations. The records of achievement are very well presented; they include the written observations, photographs and samples of the children's work. The childminder has a focused approach to the children in her care; her very effective and gently enthusiastic involvement with them promotes their feelings of well-being and belonging in her home.

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	1
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	1

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	1
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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