

Inspection report for early years provision

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Inspection date	11/04/2011
Inspector	Jan Burnet
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 2007. She lives in Northampton with her husband and their two children aged five years and 10 months. The ground floor of the house is registered for childminding and includes a bathroom. The two first floor bedrooms at the back of the house and first floor toilet facilities are also registered. A garden at the back of the house is registered for outdoor play. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for four children aged under eight years at any one time and, of these, two may be in the early years age group. The childminder is able to walk with children to and from a local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's understanding of the Early Years Foundation Stage is sound. She promotes children's care needs satisfactorily. Although the risk assessment does not include all potential risks, she meets children's individual developmental needs effectively. Information obtained from parents helps the childminder to identify and address children's differences. She is aware of her strengths and areas for improvement and, although systems for self-evaluation are not fully effective, the childminder is using this awareness to begin to review her practice. The childminder's commitment to continue to monitor and extend her practice satisfactorily supports the development of children's care and learning.

What steps need to be taken to improve provision further?

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

- make sure the risk assessment includes everything with which a child may come into contact; with specific reference to access to the cellar
- develop systems for using observation and assessment to inform planning for next steps in learning
- develop the processes of self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder provides a warm and welcoming environment. Welfare requirements are being satisfactorily met in order to promote children's health and safety and the childminder is aware of her responsibilities with regard to supervising children in her care. However, potentially children's safety is compromised because they pass through the kitchen to access the bathroom and the garden, and the cellar door in the kitchen is not locked. A written risk

assessment identifies how all other potential hazards have been identified and addressed. Necessary checks for the childminder and her family have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. The childminder is aware of her responsibility with regard to protecting children from abuse. She meets the Early Years Foundation Stage requirements because she discusses her safeguarding responsibilities with parents, including the procedure should any allegations be made against herself. Compulsory Childcare Register requirements are not met, however, because the childminder does not provide a written safeguarding procedure.

Systems for self-evaluation are developing, but are not fully effective because they are at an early stage. In discussion, the childminder explains that her strengths are providing stimulating and fun play activities and ensuring that children's differences are addressed. She identifies priorities for improvement as improving her documentation and developing learning plans for individual children. In order to improve her practice, she values advice and support from other experienced childminders. At the time of the last inspection seven actions were raised in order to meet the requirements of registration. The actions link to training, insurance, learning and development, and suitability and safety of premises. These have been satisfactorily addressed. In order to meet the requirements of the compulsory part of the Childcare Register the childminder was asked to provide a written safeguarding policy and this has not been addressed.

The partnership with parents is strong. The childminder provides a service for families who speak English as an additional language and she uses her own language skills to ensure that parents feel confident and happy with the service she provides. All required policies are shared with parents and most of them are written. The childminder encourages children to gain an understanding of difference. For example, she provides resources that reflect positive images. In discussion, the childminder explains how she will ensure that the needs of children with special educational needs and/or disabilities are met, for example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs. The childminder has established strong positive links with other early years providers in order to ensure continuity of care and learning.

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

The childminder has a sound understanding of how children learn and develop. As a result, children make progress in their learning. She is keeping a record of children's achievements in order to track their progress but is not using this information to plan for next steps in learning. Children's personal, social and emotional development is given a very high priority as the childminder strongly believes that children need to feel happy, settled and secure. In order to address this she organises a gradual settling-in procedure with parents. Children benefit from good relationships and enjoying play activities in a welcoming child-friendly environment. Their self-esteem is addressed well as they are praised for positive behaviour and their achievements. The childminder ensures that children develop

an awareness of consideration for others, sharing and turn taking.

Young children learn to count and name shapes and colours as the childminder supports their play. Older children use mathematical language and are challenged effectively, for example, as they order objects by size. Children aged three and four years use shapes cut out from paper to make a picture of a square house, triangular roof, square and rectangular door and windows, and a rectangular chimney. Children choose from a variety of books that are suitable for different stages of development. Older children develop good pencil control and young children make marks in a variety of ways, such as in play dough which they also help to make.

Children's creativity is promoted well. They explore texture and colour and they choose colour for different purposes. For example, an older child chooses white paint to create a snowman and chooses green to paint a field and trees. Children benefit from learning and play opportunities on outings to the pet shop and the garden centre. They will be growing their own sun flower. Children learn how to keep themselves safe, for example, understanding road safety, use of the pedestrian crossing, stranger danger and safe use of physical play equipment at the park. They learn good hygiene practices and healthy eating. The childminder provides nutritious snacks and meals.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a written statement of procedures to be followed for the protection of children (Arrangements for safeguarding children) 09/05/2011