

Inspection report for early years provision

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Inspection date	15/10/2009
Inspector	Andrea Ewer
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register, to care for a maximum of five children up to the age of eight years. There is currently one child in the early years age range on roll.

The childminder lives with her family including two sons aged 14 and seven years in a house in Barton Seagrave, Kettering. Care is provided on the ground floor which includes the living room, playroom, kitchen and downstairs cloakroom. Children have access to the fully enclosed garden for outdoor play. The family has a pet rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm, welcoming and child friendly environment where children's individual needs are met satisfactorily. She is developing her understanding of the Early Years Foundation Stage (EYFS) learning and development requirements. The childminder does not yet use self-evaluation to monitor her provision. Partnerships with parents ensure a consistent approach to children's care. The childminder understands the importance of developing partnerships with other professionals involved in the care and welfare of children being cared for.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure it covers anything with which a child may come into contact, with particular regards to cords on the blinds and the piano
- match children's observations to the expectations of the early learning goals to support effective monitoring of their progress and develop observational assessments in order to establish where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- develop further understanding of the learning and development requirements of the Early Years Foundation Stage by making use of training provided by the local authority or other sources
- develop the use of self-evaluation to clearly identify strengths and priorities for development to improve outcomes for all children.

The effectiveness of leadership and management of the early years provision

Overall, children are fully safeguarded while in the care of the childminder. Effective vetting procedures ensure all household members over the age of 16 years old are suitable to have regular contact with young children. The childminder has a good understanding of safeguarding issues and the correct procedure to follow should she be concerned about the safety and welfare of a child. Documentation that supports her to carry out procedures correctly are readily accessible, including the local safeguarding children board booklet with local telephone numbers and the childminder keeps a record of injuries children arrive with. The written risk assessment identifies potential risks and the action taken to minimise them, however, some hazards remain. For example, the cords on the blinds in the play room are within children's reach and the lid on the piano is not locked which does not fully promote their safety. A wide range of good quality, age appropriate resources are easily and safely accessible in the play room where children happily explore and freely select. They start to learn how to keep themselves safe as they enthusiastically help to tidy some of the toys away to prevent accidents.

Although the childminder has attended some training to improve her professional skills and knowledge, such as EYFS for childminders, Basic food hygiene and A framework for listening to young children, she continues to develop her understanding of the EYFS learning and development requirements. Written policies and procedures are in place and inclusive for all who attend. They include policies for managing children's behaviour, confidentiality, complaints, care of sick children and healthy eating. The childminder does not yet use self-reflection to monitor her provision and to identify strengths and priorities for development. Partnerships with parents are generally effective. Information about children is shared regularly during daily discussions and promotes continuity of care. The childminder understands the importance of developing partnerships with others delivering the EYFS to children in her care. Overall the childminder promotes equality and diversity well. Children have regular access to suitable resources that helps them appreciate our similarities and differences including small world people from around the world, dolls of various skin colour and a toy wheel chair.

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

Overall, children enjoy their time with the childminder who knows them well and promotes their learning and development satisfactorily. They play happily with the suitable range of resources that meets their play and development needs and benefit from activities that they enjoy. The childminder spends her time playing with and talking to children which helps them to feel valued. At times, however, their independence is not fully encouraged. For example, bowls are too small for very young children who are developing control of their bodies. Children start to recognise and match shapes and colours during board games where the childminder asks children to name them which reinforces their learning. Children

use their imagination well. They start to make sense of the world during role play where they put the doll in the wheelchair, play at shopping and put the clothes in the washing machine. They express themselves creatively as they actively participate in various craft activities using a range of media and materials. Children make collages by sticking feathers, glitter and shiny paper shapes on paper and paint using their hands, brushes and stencils. They develop skills for the future as they look at books for enjoyment which develops early literacy skills, develop simple problem solving and numeracy skills as they observe the numbers on the shopping till and sort the stacking cups by size and gain an understanding of how things work as they play with various electronic toys.

Records of children's progress focus mainly on their creative development and do not link to the expectations of the early learning goals to show their progress and clearly identify gaps in their learning. Additionally the childminder does not plan for individual children to develop their interests or provide challenge to help them build on skills they already have. She does, however, use her observations to ensure activities are provided that they enjoy. She makes sure the cars and mark making equipment are available for children who love cars and drawing pictures.

Children are learning how to stay healthy. They have many opportunities to develop their physical skills. They regularly visit the soft play leisure centre, go out for walks and play games such as throwing and catching the bean bag indoors. Records that support the childminder to maintain children's good health are well maintained including written information about any medical or dietary requirements, accident and medicine records. The childminder ensures children have sufficient quantities of food for their individual needs from the packed lunch provided by parents. Children start to learn right from wrong and understand what is expected of them. They often visit groups for children under five years where they develop their social skills and learn how to share and take turns. The childminder gives children frequent praise, and encouragement which promotes a positive self-esteem and supports them to behave well. Children demonstrate a sense of security as they confidently communicate with the childminder, are familiar with everyday routines and happily engage with the activities provided. Effective measures are in place to keep children safe such as appropriate fire safety equipment, socket covers and a safety gate which prevents them leaving the playroom unsupervised.

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

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
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	3
The extent to which children develop skills for the future	3

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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