

Inspection report for early years provision

Unique reference number	EY384855
Inspection date	18/05/2009
Inspector	Anne Archer
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and their three children aged six, four and two years in Finedon, Northamptonshire. The childminder uses the ground floor rooms of her house for childminding and there is an enclosed rear garden for outdoor play. The family have a pet tortoise.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight at any one time including one child in the early years age group.

The childminder holds a relevant Level 3 qualification and worked in childcare for several years prior to becoming a childminder. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The overall effectiveness of the childminder is good. She provides a professional, reliable service to the children in her care. Their welfare needs are met very effectively and they make good progress, given their age and starting points, in their development and learning by participating in activities which reflect their interests, learning styles and abilities. The strong partnerships with parents ensure that the childminder has all the information she needs to successfully care for the children and make sure they feel included. The childminder has attended training to update her knowledge and understanding in some aspects of childcare and this along with self-reflection and regular discussions with parents ensure that she is well equipped to meet the ever changing needs of the children in her care.

What steps need to be taken to improve provision further?

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

- develop further the use of observation and assessment systems to plan for individual children's next steps in learning
- update the complaints procedure to include the correspondence address for parents wishing to contact Ofsted.

The leadership and management of the early years provision

The childminder is very committed to helping children make progress in their learning and development and she promotes their welfare well. She adapts the level of support she gives to each child to enable them to participate in activities and so feel included. She provides a wide range of activities, some linked to a topic which is currently insects.

Children's achievement records provide details of the childminder's observations, photographs of them participating in activities and samples of their art work and writing. While the childminder is able to explain how she evaluates this information and plan for children's next steps in the six areas of learning, this is not yet documented.

The childminder appreciates the importance of the partnerships she has with the children's parents and to support this provides them with daily verbal feedback about how their child has been and what they have been doing and provides opportunities for parents to look through their child's record of achievements.

All necessary documentation including policies and procedures are kept and records are well-maintained. Although the complaints procedure does not include the correspondence address for parents to use when contacting Ofsted. Although only registered for a short time, the childminder is already in the process of completing a self-evaluation of her practice. To do this she is reflecting on her service to children and parents so far and reviewing her documentation processes.

The childminder understands her responsibilities with regard to safeguarding children. She is familiar with the signs of abuse and the procedure to follow to report any concerns. To further support children's safety she conducts an annual risk assessment of her home and garden which she updates as changes, such as a new child coming into her home, occur. She records details of actions taken to eliminate or minimise potential hazards and reviews them frequently.

The quality and standards of the early years provision

Children's learning and development is very well-supported and as a result they make good progress towards the early learning goals in relation to their starting points and capabilities. The childminder takes account of which children are attending each day and plans activities which take account of their interests and learning styles. Additional resources and toys are readily available for children to access themselves. The childminder uses differentiation to ensure that all children are able to take part in the activities in a meaningful way and provides alternatives for children who complete the activity early.

The childminder provides a full learning and enabling environment. They enjoy home-based and outdoor activities equally. Recent activities include searching for insects in the garden and looking closely at and talking about their features, taking part in a music and movement routine, making patterns with picture dominoes and using playdough to make shapes with cutters and scissors. Children are praised for their effort and achievement, encouraged to express their own ideas and challenged to try new things.

The childminder incorporates the development of communication skills, problem solving and numeracy into many of the children's routines and activities. Children have many opportunities to make choices and decisions throughout their day with the childminder which supports them to become active, inquisitive and independent learners. Children develop physical skills on the play equipment and

wheeled toys in the garden while creative development is extended through a range of activities from paint and art and craft to dressing up and imaginary play.

Children learn to keep themselves healthy by adopting the personal hygiene routines encouraged by the childminder. They have healthy snacks such as sliced strawberries and carrot sticks and are encouraged to take regular drinks so that they remain hydrated. Meals are provided in consultation with parents and take account of each child's dietary requirements. The youngest children's sleeping and eating routines are maintained by the childminder whilst also ensuring that they are able to join in with activities by adapting them to suit each child's learning style and capabilities.

Children learn about keeping themselves safe as they wear appropriate seat belts in the car, as they walk around the town together and when playing in the garden. Children behave well. Expectations are realistic and children begin to learn about the consequences of their behaviour. They learn to share and take turns and to tidy away one set of toys before starting on the next activity to ensure they do not hurt themselves on abandoned toys. Children receive lots of praise and attention throughout the day as they play in the child-friendly environment and as a result they feel safe and content.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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