

Inspection report for early years provision

Unique reference number	EY386531
Inspection date	20/12/2010
Inspector	Ann Austen
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 2008. She lives with her husband and two children aged three and one in the village of Bozeat, 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, which includes toilet facilities. There is a fully enclosed garden for outdoor play.

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

The childminder attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm, caring child-friendly environment. As a consequence children are happy, settled and make sound progress in their learning and development. The childminder is continuing to develop her knowledge of the Statutory Framework for the Early Years Foundation Stage, including the learning and development requirements. Safeguarding procedures are generally secure. The childminder forms positive relationships with parents and understands the importance of developing relationships with other providers and services. She is continuing to develop ongoing self-reflection to evaluate her provision, identifying strengths and areas for development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the daily record of the names of the children looked after on the premises includes their hours of attendance (Documentation) 19/01/2011
- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 31/01/2011
- ensure that a written procedure for dealing with concerns and complaints from parents is in place (Safeguarding and promoting children's welfare). 31/01/2011

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

- develop further positive images that challenge children's thinking and help

- them embrace differences
- develop partnership working to ensure effective continuity and progression by sharing relevant information with each other.

The effectiveness of leadership and management of the early years provision

Safeguarding regulations and duties are generally met. Effective procedures are in place for identifying children at risk of harm and the childminder knows how to liaise with the appropriate child agencies. This ensures that children are protected at all times. The childminder supervises the children well and provides a safe and secure environment. She ensures children's safety by undertaking regular risk assessments of her premises and by providing close supervision at all times. As a result outdoor and indoor spaces, furniture, equipment and resources are safe and suitable. However, a risk assessment has not been carried out for each type of outing. This potentially compromises children's safety. Children's health and well-being is promoted by the childminder's knowledge of first aid. Procedures are in place in the event of accidents, for the administration of medication and if children are unwell.

Inclusive practice is effectively promoted by the childminder which ensures that children have their individual needs met. The childminder discusses policies and procedures with the parents in order to ensure the safe and efficient management of the provision. However, a written procedure for dealing with concerns and complaints from parents is not place. This is a specific legal requirement. A daily record of the names of the children looked after on the premises is maintained. However, children's arrival times are not recorded at the time of arrival. Resources and equipment are fit for purpose and adequately support children's learning and development. The childminder demonstrates a willingness to develop her practice further. She is beginning to develop a system of self-evaluation in order to demonstrate that she is effectively reflecting on her practice.

The childminder develops positive relationships with parents and carers. Parents are encouraged to share what they know about their child when they start to attend. This helps to ensure continuous and consistent care for the children and ensures that parents' wishes are valued and respected. Daily communication books and the children's developmental record folders are used to share information about their care and learning. The childminder understands the importance of working in partnership with other providers who deliver the Early Years Foundation Stage. However, systems to ensure continuity and coherence by sharing information with each other are not fully established.

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

Children are offered a variety of play opportunities that support them in making satisfactory progress towards the early learning goals. They are developing positive attitudes towards learning as they play. The childminder is continuing to develop

her knowledge of the learning and development requirements. She records observations of the children's achievements and interests against the six areas of learning and is developing the skills to evaluate this information to identify learning priorities and plan relevant learning experiences for the children in her care.

Children feel at home, interact well and enjoy their time in the childminder's care. Relationships are warm and caring. This actively supports their emotional development. Children learn to take responsibility, for example, as they put on their aprons for messy play. They are learning to communicate with growing confidence. Children look at books for enjoyment, listen to stories and enjoy singing songs such as 'hop little bunny'. They make marks and draw pictures as they chalk and paint. Children complete puzzles, make shapes in the sand and learn to distinguish between large and small sand castles. They sing number rhymes to extend their awareness of subtraction.

Children develop their imaginations with regular craft and role play activities. For example, children play with small scale toys such as the road way, make cups of tea for the dollies and immerse their feet in the paint tray before making footprints on paper. Children create collage pictures and make robots out of recycled materials. They enjoy baking cheese straws, cakes and biscuits. Children play in the snow, feed the donkeys and llamas at the local farm and this effectively broadens their range of experiences. They are beginning to appreciate diversity and develop a positive view of society and the wider world. Children meet different individuals as they explore the local community and visit toddler groups. However, resources that illustrate positive images of culture, ethnicity, gender and disability are not always available to the children. As a consequence young children do not always have sufficient opportunities to appreciate our similarities and differences as they play.

Children feel safe and settled. They are developing an understanding of dangers and how to stay safe. For example, children learn how to evacuate the premises in the event of a fire, how to cross the road safely and why it is dangerous to throw sand. Children respond to the childminder's behaviour management strategies that take into account their age and stage of development. This is supported by the childminder who praises and encourages the children to develop good manners, to play harmoniously together, to share and take turns.

Children are beginning to show an understanding about healthy lifestyles and are learning to follow appropriate personal hygiene routines, for example, children wash their hands after using the bathroom. This sustains levels of hygiene and helps to prevent the spread of infection. Children's individual dietary needs are acknowledged and met because the childminder takes account of the wishes of parents as she discusses dietary requirements with them. They enjoy regular outdoor play and benefit from the fresh air and exercise which helps to support their continued growth and development. Children visit the local park, ride tricycles, throw balls, crawl through the tunnel in the garden and attend 'balancing bears' movement sessions. They enjoy activities which develop their hand-to-eye coordination, for example, manipulating dough and completing puzzles.

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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:

- implement a written statement of procedures to be followed for the protection of children (Arrangements for safeguarding children; also applies to the voluntary part of the Childcare Register) 31/01/2011
- implement a written statement of procedures to be followed in relation to complaints (Procedures for dealing with complaints; also applies to the voluntary part of the Childcare Register) 31/01/2011

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

- take action as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children) 31/01/2011
- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 31/01/2011