

Inspection report for early years provision

Unique reference number	EY389911
Inspection date	15/10/2009
Inspector	Patricia Bowler
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 2009. She lives with her husband and two children aged nine and six years in Corby, Northamptonshire. The whole of the ground floor and two bedrooms and bathroom facilities on the first floor are used for childminding. There is a fully enclosed garden for outside play. The home is accessible to all children with normal domestic access.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five children at any one time, of whom three may be in the early years age group. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are safe and secure in a child-orientated home where many aspects of their health and welfare are met. The childminder has a good understanding of the Early Years Foundation Stage. Children engage in a range of activities and develop secure relationships to feel safe and secure in her care. Children learn about their local area and the wider world through a committed approach to inclusion, outings and attendance at various community groups. The childminder works effectively with parents to identify children's individual needs and evolving observation and assessment records are beginning to identify learning priorities for children's future development.

What steps need to be taken to improve provision further?

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

- develop further established risk assessments to include outings
- ensure activities provide challenge for older and more able children and observation and assessment records are used to identify children's next steps in learning.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are vigilantly maintained. These are shared with parents and developing partnerships successfully identify children's individual needs, promote inclusive practice, and ensure they remain fully informed about their child's care. The childminder has sound knowledge of child protection and a written policy informs parents of her responsibility to maintain children's safety and welfare. Children are not left alone with anyone who has not been vetted and cleared. Children help to tidy away, reducing trip hazards as they develop an

understanding of keeping themselves safe.

The childminder is committed to her role making effective use of self-evaluation processes to identify areas for improvement in her care for children. The home is organised with a dedicated play room to enable children to play with toys and resources, stored to promote choice and self-selection. Flexible planning allows them to experience a varied range of activities in the home and in the wider community. A good range of outdoor play equipment and visits to local recreational facilities increase opportunities for large physical play. Although risk assessments maintain the safe environment these have yet to be established to support children's safety during outings. Consistent daily routines minimise risks to health and hygiene.

The childminder is acutely aware of children's individual needs, learning additional languages to support children in her care. She uses a balance of planned activities and play opportunities to promote their learning but at times provides insufficient challenge for older and more able children. Observation and assessment records clearly monitor children's progress but do not yet identify their next steps in learning.

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

Children benefit from daily access to a range of indoor and outdoor play opportunities through a good balance of adult-led and self-initiated activities, gaining confidence and self-esteem as they play. Learning and development is promoted by the childminder's understanding of the areas of learning to actively support their overall enjoyment and progress. Children use a wide range of tools and equipment to develop dexterity and physical skills. Outings provide opportunities to collect autumnal leaves and cones to use in creative activities and develop an awareness of their natural surroundings. A wide range of outdoor toys provide opportunities for physical development and children excitably recall jumping on the trampoline as they look at photographs in their individual records

Activities are generally well presented but not always adapted to meet children's differing ages and developmental stages. They learn about keeping safe because the childminder explains possible hazards to them and effective use is made on outings to increase their knowledge and use of road safety. Confidence and self-esteem are enhanced as they make active choices about their play and they develop respect for each others needs as they learn to share and take turns. A range of books, including positive images of diversity are accessible in quiet times and relaxation periods.

Health is maintained in line with parental wishes with a balanced nutritional diet including fresh fruit and vegetables. Children learn about the positive effects these have on their growth and development through effective discussions during shared meal times. Children follow good hygiene procedures, such as hand washing to minimise cross-infection.

Children behave very well because the childminder focuses on positive outcomes to make her expectations clear. Children are praised for their actions to let them know their behaviour has been acknowledged.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2

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	2
The extent to which children achieve and enjoy their learning	2
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