

Inspection report for early years provision

Unique reference number	EY394059
Inspection date	12/01/2010
Inspector	Anne Archer
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 2009. She lives with her husband and two children aged six and two years in the Oakley Vale area of Corby in Northamptonshire. All areas of the childminder's house may be used for childminding and there is a small garden available for outdoor play.

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 four children at any one time including two in the early years age group. She currently has four part-time arrangements.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, child-friendly environment where their individuality is recognised and valued ensuring their welfare, learning and development needs are well met. The strong partnerships with parents contribute substantially to the promotion of continuity of care. Although the childminder has been registered for a short time she has already begun to reflect on the effect her practice has on the children she cares for and has plans for future training to enable her to develop her service. As a result, prospects for continuous improvement are good.

What steps need to be taken to improve provision further?

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

- develop further the recording system used to ensure it clearly shows evidence of children's progress towards the early learning goals in the six areas of learning
- ensure the written safeguarding procedure reflects practice and the current Local Safeguarding Children Board advice on referral and recording of concerns
- ensure that the emergency evacuation procedure is practised sufficiently often to include all minded children.

The effectiveness of leadership and management of the early years provision

Children's welfare is well safeguarded because the childminder understands her responsibilities in relation to child protection and of keeping them safe. Her knowledge and understanding of local safeguarding procedures is good and she feels confident about putting them into practice. However, her written policy statement does not reflect Local Safeguarding Children Board procedures for the recording and referral of concerns. Children are well supervised and the

childminder has appropriate safety measures in place to keep children safe at all times whether in the home, garden or when on outings walking or in the car. Whilst the childminder plans to carry out an emergency evacuation practise each term, not all children have experienced one and this may affect how they respond in an emergency.

The childminder has completed an initial risk assessment and updates it every six months or whenever anything changes. Resources are plentiful for the age and developmental stages of the children who attend and the childminder uses them effectively to support children's welfare, learning and development. All equipment, furniture and toys are well maintained and appropriately accessible to children.

The childminder provides an inclusive, safe and accessible environment for the children. Time is set aside each day for information sharing with parents or if this is not possible because parents are busy she will arrange a suitable time to speak on the telephone. The childminder provides parents with comprehensive information about the service she provides. She provides them with copies of her policies and procedures and ensures they fully understand them. All records relating to children's welfare are kept and are well maintained to support children's health, safety and well-being.

The childminder observes and assesses children's learning and development and plans for their next steps towards the early learning goals. She shares information about development and progress with parents on a regular basis, inviting and acting upon their contributions and comments. Whilst records of children's learning journeys are in place they do not show if progress has been made in response to next steps planned for in the six areas of learning.

The childminder clearly enjoys her role and the close and caring relationships that have been established with the children and their families ensure that children are happy and settled. The childminder has completed all the required registration training including obtaining a certificate in paediatric first aid. She has attended other relevant training and has plans to undertake more training as places on courses become available and also initiates her own learning, such as through the 'Safer food better business for children' pack issued by the Food Standards Agency. She also reflects on her childminding practice by seeking the views of parents and children and has started to complete the online self-evaluation form. This commitment supports her aptitude for continuous improvement.

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

Children are settled and happy in the childminder's care and she ensures they receive lots of attention. She identifies their starting points from detailed information obtained from parents and from her own initial observations. She responds to children's interests by ensuring appropriate resources are available and easily accessible to them. By getting to know the children well, the childminder is able to provide suitable activities to support their development and learning which ensures they are able to make good progress towards the early learning

goals given their starting points and capabilities. Space and resources are well organised to allow children access and choice in their play which actively promotes their independence.

Children enjoy the activities they take part in and are generally curious and interested in new activities. They have access to a good range of apparatus and activities to develop their physical skills. They enjoy walks to feed the ducks at a nearby lake and taking part in 'Action Kids' activities. Children like to select a story book and sit on a settee with the childminder to listen and join in with the well known favourites, such as 'The Gruffalo' and 'Fred the Fire Engine'. Children's imaginary play is well developed. At Halloween they devised games involving imaginary spiders as they dressed up in orange and black costumes.

Children's individual eating and resting routines are followed in consultation with parents. The childminder is fully aware of children's dietary needs and provides a four-weekly rotating menu of nutritious snacks and meals. She encourages children to take regular drinks so they remain hydrated. Children feel safe as they chat or make non-verbal communication with the childminder, seek out cuddles and appear relaxed and comfortable.

Children learn the importance of adopting thorough hygiene routines to maintain their good health by participating in a hand washing quiz and from gentle reminders from the childminder. Children's behaviour is well managed in consultation with parents and they are developing skills to support their learning, such as sharing, taking turns and listening which is supported by the good role modelling of the childminder.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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