

Inspection report for early years provision

Unique reference number	EY394966
Inspection date	27/01/2010
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband in the village of Helmdon, near Brackley in South Northamptonshire. The ground floor rooms of the childminder's home are used for childminding and there is a fully enclosed, secure garden for outside play. There is a flight of steps leading to the front of the house. The childminder has a pet dog who has a kennel outside during the day and two tortoises.

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 six children under eight years at any one time, of whom no more than three may be in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the caring, homely environment provided by the childminder. She knows each child very well and recognises and values them as individuals. They benefit from good quality care and have learning experiences which follow their interests and meet their individual development and learning needs. Children are very well safeguarded and effective measures are in place to keep them safe at all times. The childminder has several years experience as a childminder at a previous address and has recently re-registered. She is still learning about the Early Years Foundation Stage (EYFS) but is able to use her past experiences to reflect on her current practice. She has completed a self evaluation and intends to revisit it regularly to ensure she maintains standards and develops her understanding of EYFS through training and practice. 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:

- review exclusion periods in the sick child policy in line with current Health Protection Agency advice to help prevent the spread of infection and maintain children's good health. Relates particularly to sickness and diarrhoea
- develop further the information sharing systems with other providers of the Early Years Foundation Stage to ensure continuity and coherence in children's learning and care
- develop observations and assessments to clearly show progress and planning for children's next steps towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is extremely well safeguarded because the childminder fully understands her responsibilities in relation to child protection and keeping children safe. She has a clear policy statement and a procedure of the steps she will take should she have any concerns about a child in her care. These reflect advice from the local safeguarding children board. Children are supervised well without restricting their developing independence whether they are at the childminder's home, in the garden or on outings. The childminder reviews and updates written risk assessments regularly such as when new children start with her.

Resources are plentiful for the age and developmental stages of the children who attend and the childminder ensures that they reflect the children's interests. The childminder uses equipment and resources effectively to support children's welfare, learning and development. All equipment, furniture and toys are well maintained and appropriately accessible to the children.

Partnerships with parents are good. The childminder sets aside time each day for information sharing with parents as well as completing a daily record for each child. She encourages parents to tell her about things the children do when not with her to improve her knowledge and understanding of each child's life. The childminder provides parents with a welcome pack which contains valuable information about her service. She seeks information and advice from them on how to support children's individual needs including any health related concerns or any cultural aspects she may not be familiar with. All records relating to children's welfare are kept as required and are well maintained to support their health, safety and wellbeing.

The childminder observes and assesses children's learning and development in consultation with parents and provides suitable activities and toys. Her records, however, do not yet include details of children's next steps towards the early learning goals. Partnerships with other providers of the EYFS which are attended by minded children are in the early stages of development and do not yet fully support continuity of care and learning.

The childminder clearly enjoys her role and the close and caring relationships that are being established with the children and their families ensure children are happy and settled. The childminder has completed all the required registration training and is booked on further training to develop her understanding of EYFS. The childminder reflects on her practice by seeking the views of children and parents and she has completed a comprehensive self evaluation which she intends to revisit periodically to ensure she maintains standards. This commitment along with her previous childcare experience supports her aptitude for continuous improvement.

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

Children are very well settled and appear happy in the childminder's care. The childminder identifies children's starting points from information obtained from parents and from her own observations of children at play. She responds to children's interests, such as Thomas the Tank Engine and Star Wars, by ensuring appropriate resources and toys are readily available for children to play with. By getting to know the children well, the childminder is able to provide suitable activities to support their learning and development ensuring 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 provide children with good access and choice in their play which promotes their independence.

Children enjoy the activities they take part in and are curious and interested in new activities introduced by the childminder such as baking. They enjoy dressing up as pirates and older children ask when they would like to paint or play with dough and are very good at informing the childminder when they have a new interest. Children have access to a good range of activities to develop their physical skills both at the childminder's home, at the nearby recreation ground and at groups they attend. They enjoy selecting books and sitting on the sofa with the childminder to listen to the stories. Children's imaginary play is developing as they play pirates and provide a commentary as they play with Thomas. Children learn about hibernation as they listen to the childminder talk about her two tortoises and they are looking forward to helping her when the tortoises wake up in the Spring.

Children's individual eating and resting routines are followed in consultation with parents. Although current parents provide the food for their children, the childminder is fully aware of their dietary requirements and any concerns parents may have relating to eating. The childminder encourages children to take regular drinks to ensure they remain hydrated, particularly in warm weather or when they have been doing physical exercise. Children clearly feel very safe as they chat or make non verbal communication, seek out cuddles and appear relaxed and comfortable with the childminder.

Children learn the importance of adopting good personal hygiene routines and go to the cloakroom to wash their hands before snack or when they have got messy during an activity. The childminder has a pictorial display by the wash basin to remind children of the correct way to wash their hands to remove all germs. The childminder has policy regarding the care of children when they are unwell, although, it requires updating with regard to exclusion times for sickness and diarrhoea to bring it back in line with current Health Protection Agency guidance to ensure the risk of spreading an infection is reduced.

Children behave very well. The childminder consults parents about any ongoing issues and they work together to resolve them. She praises children when they are helpful or show concern for others to boost their confidence and self esteem and any strategies she uses to discourage unwanted behaviour are developmentally appropriate. Children are developing skills to support their future learning such as

sharing, turn taking and listening all of which are 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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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