

Inspection report for early years provision

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Inspection date	13/07/2010
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 2010. She lives with her husband and three children aged seven, five and three years in the Ise Lodge area of Kettering, Northamptonshire. All areas of the childminder's house may be used for childminding although care mainly takes place on the ground floor. There is a rear garden for outdoor play. The family has two guinea pigs.

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 years at any one time including two children in the early years age group. She currently cares for two children in the early years age group, one of whom is in full-time education. The childminder holds an NNEB qualification and is an experienced child carer.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well in their play and learning and their welfare is very successfully promoted. Safeguarding systems are in place and partnerships with parents are established and positive. The childminder knows the children well and meets their individual needs thoroughly. On-going reflective practice and self-evaluation ensure that strengths and areas for development are identified and that steps are taken to bring about improvement. The childminder's capacity to maintain continuous improvement is outstanding.

What steps need to be taken to improve provision further?

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

- develop further the observation system to show clearly children's progress towards previously identified next steps towards the early learning goals
- develop further the system for liaising with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder has a clear understanding of her responsibilities in relation to child protection issues and keeping children safe. She is confident in her knowledge and understanding of potential concerns and in her ability to respond appropriately by following the current guidance of the local Safeguarding Children Board. Policies and procedures are reviewed and updated periodically to support the welfare of children.

Risk assessments are conducted on the childminder's home, garden and on outing

venues and added to or updated as required. Daily checks are carried out to reduce any risk of potential hazards to children. The childminder helps children to learn how to keep themselves safe without impeding their developing independence, for instance, by holding a determined one-year-old in a safe position as he bounced on the small trampoline. She teaches children how to use tools and equipment properly and how to look for safe crossing places when they are out and about or on the walk to school.

The childminder takes effective steps to promote children's health and well-being and has clear procedures to prevent the spread of infection and to care for children who become unwell. She is fully aware of children's dietary needs and provides meals and snacks as required or is happy to accommodate parents who wish to provide their children's food. She ensures children take regular drinks of water to ensure they remain hydrated.

The effectiveness with which the childminder promotes equality and diversity is good. Children learn to respect each other's similarities and differences through discussion and activities such as trying different foods and playing with resources from the toy library such as the toy guide dog. Whilst children clearly make progress in their learning and development, the childminder does not have sustainable proof to show that children are making progress as a result of activities planned for previously identified next steps.

Behaviour management is appropriate, consistent and has a positive effect of children's learning. House rules are shared with parents and displayed in both pictorial and written form. The childminder's engagement with parents and carers is good. She offers flexible settling-in sessions and provides updates on the child's welfare and development in both written and verbal form ensuring parents are kept very well informed of their children's achievements. The arrangements for developing links with other providers of the Early Years Foundation Stage are good relating to children's welfare although require further development to ensure all parties are fully aware of children's progress towards the early learning goals.

The childminder's premises are suitable for purpose and she strives to maintain a stimulating and supportive environment where children can develop at their own pace. Resources are suitable and safe and are added to regularly to support children's developing interests. The childminder has a clear vision for the future of her provision and the capacity to maintain continuous improvement is good. Reflective practice and the use of self-evaluation ensure that areas for development are identified and addressed promptly.

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

Children are settled, content and eager to take part in activities. The choice in activities reflects their interests and individual learning needs enabling them to progress well. The childminder makes observations of children at play, when they are at home, out visiting another childminder or at a group and uses this information to provide activities she knows they will enjoy and benefit from.

Children are beginning to learn about safety and adopting a healthy lifestyle through the repetition of routines such as knowing their hands must be washed after feeding the guinea pigs. Children enjoy the attention of the childminder and show by their behaviour and mannerisms that they feel safe in her care. They show by their actions that they are beginning to understand the childminder's house rules and boundaries and behave well because the childminder has a consistent approach to managing unwanted behaviour and is an excellent role model.

Children look forward to the frequent opportunities to play outdoors. They enjoy filtering sand through their fingers, splashing their hands in bubbly water and watching the ripples as they drop toy people into the water tray. Children make marks on the easel with chalks which they are shown how to hold correctly to support their pre-writing skills and when they are in the wooden playhouse they select favourite books for the childminder to read with them.

Children smile and jig about to tunes and like experimenting with musical instruments. An understanding of numeracy is developing through a variety of activities and skills linked to communication technology are gained when playing with programmable toys such as Thomas the Tank Engine. The wide range of play opportunities provided for the children enable them to develop skills for their future social and economic well-being.

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	1
The extent to which children adopt healthy lifestyles	1
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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