

Inspection report for early years provision

Unique reference number	EY405003
Inspection date	09/12/2010
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 lives with her husband and son aged nine years in Desborough in Northamptonshire within walking distance of local schools and amenities. All areas of the childminder's house may be used for childminding and there is an enclosed garden for outside play. The family has two cats.

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 when working alone. When she is assisted by her husband, she may care for up to twelve children under eight years including six in the early years age group. She holds a relevant level three qualification and has experience of working in other aspects of children's day care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well in most areas of their play and learning and their welfare overall is effectively promoted. Good safeguarding systems are in place and partnerships with parents are strong. The childminder gets to know the children well and meets their individual needs successfully. Ongoing reflective practice and self-evaluation mean that strengths and areas for development are identified promptly and that steps are taken to bring about improvement. The childminder's capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- expand the system of liaison with providers of the Early Years Foundation Stage to ensure progression and continuity of care
- refine the observation and assessment system to clearly show children's progress towards identified next steps towards the early learning goals in the six areas of learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder has a thorough understanding of her responsibilities in relation to child protection and keeping children safe. She is confident in her knowledge and understanding of potential concerns and in her ability to respond aptly by following the current guidance from her local Safeguarding Children Board. She has ensured that her assistant has been checked for suitability and she seeks identification from any visitors or adults collecting children on behalf of parents. The childminder reviews

and updates policies and procedures regularly to ensure they reflect her developing childminding practice and shares them with parents.

Risk assessments are conducted on the childminder's house, garden and on outing venues and added to and updated as required. Daily visual checks are carried out to reduce any risk to children. Fire detection and control equipment is in working order and the childminder helps children to learn how to keep themselves safe without impeding their developing independence, for instance, by teaching children to use the stairs safely.

The childminder takes effective steps to promote children's health and well-being. She has clear procedures to care for children if they become unwell and makes parents aware of exclusion periods to minimise the spread of infections. Mr Sneeze, the thermometer is used to check the temperature of a child who feels warm and the childminder talks to children about their bodies and how they work, such as, when a child takes their socks off and then says they are cold. The childminder is fully aware of children's dietary needs and provides healthy nutritious meals and snacks. She also makes sure that children take regular drinks to ensure they remain hydrated.

The effectiveness with which the childminder promotes equality and diversity is good. Children learn to respect each others similarities and differences through discussion and a range of activities. The childminder is familiar with children's individual welfare and learning needs and liaises closely with parents so that she knows about any changes that may need to be implemented to support each child.

Behaviour management is consistently taking into account children's maturity and level of understanding and as a result it has a positive effect on children's learning. The childminder's engagement with parents and carers is good. She offers flexible settling-in sessions so that when children are left with her they settle quickly. She provides updates on each child's welfare and development in both written and verbal form ensuring parents are kept informed of their child's achievements. Arrangements for establishing links with other providers of the Early Years Foundation Stage are not yet fully established and do not include a process for exchanging information about children's learning to ensure progression.

The childminder's premises are suitable for purpose and she strives to maintain a stimulating and supportive environment where children develop at their own pace. Resources are suitable and safe and children can independently access those appropriate to their stage of development. The childminder has a clear vision for the future of her provision and her capacity to maintain continuous improvement is good. She looks back on her experiences in other areas of childcare to support her evaluation of her current practice and seeks out information and advice to enable her to develop her childminding provision.

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

Children are settled and display a strong sense of belonging. They are keen to take part in activities and behave well. Choice of activities reflects their interests and individual learning needs and enables them to progress well. The childminder and her assistant make observations of the children at play, and the childminder uses the information to provide activities she knows they will enjoy and benefit from.

Children learn how to keep themselves safe because the childminder and her assistant talk to the children about situations as they develop. For example, children know how to negotiate the stairs safely and why it is not a good idea to climb on the dining table. They know they must sit in their safety seat in the car and that when out walking, they must stay close to the adults and only cross the road when it is safe to do so.

Children look forward to the frequent opportunities to play outside. They play on the apparatus in the garden, grow vegetables and flowers in the greenhouse and visit local parks. During fine weather, children are able to move between the house and the garden as they wish with many activities being set up outdoors. Children's physical development is also well supported as they learn how to use tools correctly including how to hold a pencil as they make marks on Christmas cards for their families.

Children listen to stories while sitting together on the settee often joining in with favourite ones such as 'Spot at Christmas'. They try to join in with songs and rhymes, accompanying them with a range of musical instruments. Children dance and perform exercises to music and enjoy dressing up and acting out role play situations. All of which support their language and creative development.

Children develop skills for the future as they play and work alongside each other often successfully understanding the need to cooperate and resolve situations themselves. Children also play well independently as they seek out different toys or materials to develop their play.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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