

Inspection date

26/10/2012

Previous inspection date

09/12/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children feel safe and secure with the childminder and her assistant who provide a caring and welcoming environment where children are familiar with the routines.
- Children talk regularly and confidently with the childminder and with each other. They choose books and look at them with interest.
- Children show good levels of confidence, independence and curiosity and they enjoy selecting their own play materials.

It is not yet outstanding because

- The procedures for involving the children's parents in their progress files have not yet been fully embraced.
- The systems for observation and assessment do not yet fully demonstrate the progress each child is making.
- The childminder's systems for self-evaluation have not yet been fully applied to enhance sustained and continuous improvement.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the living room, dining room and conservatory.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's observation files, the childminder's policies and procedures, a selection of children's records and other documentation.

Inspector

Melanie Eastwell

Full Report

Information about the setting

The childminder was registered in 2010. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. She lives with her husband who works with her as an assistant and one child aged 11 years in a house in Desborough, Northamptonshire. All areas of the premises are used for childminding purposes. There is an enclosed garden for outside play. The family have three cats.

The childminder has completed basic training including first aid and she holds a qualification at level 3. She attends local groups with the children, and visits the local park

and the shops on a regular basis. She and her assistant take children to, and collect them from, local schools and pre-schools.

The childminder currently has 23 children on roll; 15 are in the early years age group who attend for a variety of sessions and eight are school-age children who attend before and after school and during school holidays. The childminder works all year round from 7am to 6.30pm Monday to Friday except for holidays that are agreed in advance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the partnerships with parents to include their contributions to their child's progress in the observation file
- extend the systems for observation and assessment through ensuring the records fully reflect the revised Early Years Foundation Stage and re-visit the identified next steps to clearly demonstrate how each child is progressing in their learning
- expand the systems for self-evaluation to enhance continuous improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has a knowledge of the seven areas of learning and she works well with her assistant to provide a range of activities that capture children's interest and hold their attention. Children's language development is fostered through regular conversations during play activities, care routines and at mealtimes and children's vocabulary is within the developmental milestones for their age. The childminder understands the importance of supporting children who speak English as an additional language. Children enjoy helping themselves to books from the low-level box and they confidently name the animals they see in the familiar pictures. Lots of lively conversation takes place between the children where they negotiate with each other about who will take on the various roles during imaginative play.

Babies are encouraged to be curious and to explore a range of appropriate toys and resources. Older babies crawl around and pull themselves up to standing to see what is available on the low-level tables and sitting babies lean forward to pick up different toys, exploring them with their mouths and hands. All children demonstrate that they are

confident in the childminder's home. They move around freely and are encouraged to select their own play materials. Older children use the bathroom independently and babies respond well to the childminder and her assistant's voice. For example, they show excitement and put their arms up waiting to be picked up and cuddled.

The childminder has yet to implement the progress check at age two but she is able to identify what the children in her care are able to do. Children are making good progress in their learning and this is generally reflected in their observation files that are well-presented but they do not yet fully reflect the revised Early Years Foundation Stage. The files contain a variety of written observations and photographs. However, although the childminder uses the Development Matters document to help her identify appropriate next steps for each child, she has not yet re-visited these to clearly demonstrate how these identified next steps are contributing to the progress they make.

The contribution of the early years provision to the well-being of children

Children feel secure with the childminder who takes care to ensure she obtains information from parents about their preferences, any specific needs and routines on the 'All about me' forms. She and her assistant know them all well and are skilled in anticipating their needs for different activities, food or rest. All children are treated as individuals and their care is organised to meet their current needs and demeanour. For example, decisions are made on a daily basis about transporting children to nursery and pre-school. Those children who enjoy walking go with the childminder to the local pre-school while the others will go in the car with the assistant. This meets children's individual needs each day. Children arrive happily, they separate from their parents and quickly settle to play. Babies who sleep during the day settle readily, they are checked regularly and when they wake up they smile broadly when they are brought downstairs to be with their friends. Behaviour is good and the children are gently reminded about the boundaries for sharing and working together as well as the expectations for behaviour. The childminder and her assistant talk with them about the importance of listening and following the boundaries for safety when getting in and out of the car.

Children's independence skills around self-care and choice are promoted at mealtimes. They are provided with a range of healthy meals and snacks and they enjoy sitting together as a group with the childminder and her assistant. They are able to help themselves to buttered bread and a variety of fillings to make their own sandwiches. Children have access to antibacterial gel both in the bathroom and in the playroom. They use this independently talking about the 'rubby dubby' gel that makes their hands clean.

The effectiveness of the leadership and management of the early years provision

The childminder has a good commitment to improving her service and she is keen to access relevant training courses. She has taken appropriate action on the recommendations made at the previous inspection. She has an organised approach and

works very well with her assistant to implement good quality childcare and learning experiences for the children. However, she does not as yet have rigorous systems in place for self-evaluation to enhance continuous improvement. The childminder has a good knowledge of both the safeguarding and welfare requirements and the learning and development requirements which helps her to ensure that each child's needs are met.

Positive partnership working is established. Each child's parents receive daily, verbal feedback about their individual routines and about the activities they have enjoyed. Babies' parents and older children's parents who request it are supplied with written feedback as well. The childminder keeps parents informed about activities and general information through periodic newsletters. Although parents can have access to their child's observation records whenever they wish, their comments about their child's progress and current interests at home are not currently included or used to inform the future planning of activities for their child. The childminder has established effective working partnerships with other providers delivering the Early Years Foundation Stage to the children in her care and regularly shares relevant information to ensure a consistent approach and a smooth transition for the children. The childminder and her assistant create an environment where children have access to a stimulating range of activities and are supported to be confident and this contribute to their feelings of well-being and belonging in the childminders home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY405003
Local authority	Northamptonshire
Inspection number	888998
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	23
Name of provider	
Date of previous inspection	09/12/2010
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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