

Inspection report for early years provision

Unique reference number	EY418725
Inspection date	23/05/2012
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, adult child and one child aged 12 years in Wellingborough. All areas of the house may be used for childminding. The family has a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. She currently has two children on roll in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and learning is satisfactorily promoted. The childminder shows a clear understanding of her responsibilities in relation to child protection and to keeping children safe. Partnerships with parents are supportive, enabling the childminder to meet individual children's welfare needs. She has been minding for only a short time and is still developing systems to support children's learning. The childminder is aware that self-evaluation is important and has started to adopt a culture of reflective practice to support her personal development and childminding practice. As a result, capacity to improve is good.

What steps need to be taken to improve provision further?

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

- adopt a systematic approach to using observations of children at play to assess and plan for the next steps in each child's developmental progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded because the childminder is able to demonstrate an acceptable level of understanding of her responsibilities in relation to child protection. She is familiar with potential issues which may prompt her to respond by following the current advice of her Local Safeguarding Children Board for recording and referral. The childminder has a clear procedure for checking the suitability of adults collecting children and for the supervision of the children in her care. She has a positive understanding in relation to keeping children safe. The childminder's premises are suitable for purpose and she offers a supportive environment by providing suitable, safe toys and equipment appropriate for the ages of the children attending. The childminder has completed a risk assessment of her home, including her garden, and carries out daily checks to ensure they remain safe. She has an appropriate emergency evacuation plan which she and the

children practise to resolve any potential problems. Fire detection and control equipment is kept in working order.

The childminder engages well with parents. She keeps them very well informed of their child's day through discussion, an online diary and emails and texts with photographs she takes throughout the day. The childminder has a procedure for sharing information with other agencies and providers working with the children, although this is not currently required. The effectiveness with which the childminder promotes equality and diversity is satisfactory. She seeks information from parents about their children's welfare and developmental needs, including culture, beliefs and ethnicity, and uses it to support the child. Children learn through play about their similarities and differences.

The childminder has been minding early years children for just a few months and intends to review her policies and procedures periodically to make sure they reflect her developing practice. She has completed her second self-evaluation and has already noticed improvements to her setting. She is aware of the areas of her practice which require further development and has already taken steps to seek support to bring about improvement and better support children's learning.

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

Children are settled and content and, with support, play with the appropriate range of toys available to them. The childminder sets out a variety of toys and activities each day depending on which children are attending. She fetches or reaches for other toys that the children show an interest in. As a relatively new childminder, she is still developing her systems to improve outcomes for children in relation to their starting points and capabilities and their progress towards identified next steps. She makes observations of children at play but is not currently fully using this information to plan activities to support children's progress towards identified early learning goals.

Children's health is well promoted. The childminder holds a current paediatric first aid certificate, enabling her to deal with any minor injuries or accidents the children may have. She has a suitable procedure for caring for children if they become unwell and to prevent the spread of infection. The childminder discusses dietary requirements with parents and comes to an agreement about the types of food and who will provide it. Currently, the childminder provides healthy snacks and regular drinks and an occasional meal, and parents provide the food for the children's lunches. Children learn about the importance of adopting good personal hygiene practices from an early age and enjoy the many opportunities they have for playing outdoors. There is a range of equipment in the garden for children to develop their physical skills and they also like to walk in a nearby country park.

Children are beginning to develop a sense of feeling safe. They know they must wear their seats belts in the car and that they must stay by the childminder's side when out walking. Children attend several groups with the childminder, which supports their social development. Older children are considerate of the fact that

younger children are less mobile and offer support. Children behave well thanks to the consistent and caring approach of the childminder. Strategies are shared with parents and take into account children's maturity and level of understanding. Children participate in action songs and rhymes and like experimenting with sounds using a variety of instruments. They build towers for the younger children to knock them down and can work out how to put the car track together with support. Children quickly learn which buttons to press to make the activity games play music and dance around to it. They also engage in imaginary play, often pretending that one object represents another, and they may introduce a narrative into their play. Overall, children develop a range of skills which support their future learning.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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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