

Inspection report for early years provision

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Inspection date	03/08/2012
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.

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Description of the childminding

The childminder registered in 2012. She lives with her husband and two daughters aged eight years and 23 months in Corby, Northamptonshire. The childminder uses the ground floor rooms of her home for minding purposes. There is a rear garden available for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and the voluntary parts of the Childcare Register. She may care for up to four children under the age of eight years at any one time including two in the early years age group. She currently cares for one child in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their development and learning and their welfare is effectively promoted. Safeguarding systems are thorough and partnerships with parents are well established and effective. The childminder makes sure she knows all about the children placed with her so that she can fully support their individual needs. Ongoing reflective practice ensures that areas for development are identified and that steps are taken to bring about improvement through training. As a result, the childminder's capacity to make 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:

- link children's progress more clearly to the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is well safeguarded because the childminder has a good understanding of her responsibilities in relation to children protection and clearly understands the procedures to follow should she have concerns. She checks the identity of any visitors to her home and of other adults collecting children on behalf of parents. She ensures that venues she takes the children to, such as the library and local parks, are safe before children start to play. The policy and procedure the childminder would use in the event of a complaint is shared with parents.

The childminder's premises are suitable for purpose and she strives to maintain a stimulating and supportive environment. Periodical risk assessments are conducted on the childminder's home and garden and are reviewed when anything changes. The childminder also carries out visual checks throughout the day to make sure

that any potential risks are eliminated or acceptably minimised. She ensures that fire detection and control equipment is working and practises the emergency evacuation plan with the children regularly to resolve any potential difficulties. The effectiveness with which the childminder promotes equality and opportunity is good. She obtains all necessary information from parents about each child's background, welfare and developmental needs to enable her to care for them effectively. Resources, including books, reflect images that are both different and similar to the children attending enabling them to acknowledge and start to understand both aspects.

The childminder's engagement with parents is also good. She keeps them very well informed of their child's achievements, well-being and development. For example, she talks with the parent who brings and collects their child and provides a daily diary, texts, emails and occasional phone calls to those parents she does not see regularly so that they are also involved in the relationship. A learning journal is maintained for each child which effectively shows the progress children are making in the different areas of learning, although, progress is not always linked to the early learning goals. Parents have regular access to their child's learning journal and their contributions are used well when re-evaluating their child's next steps and when planning activities. Systems to liaise with and share information with other agencies and providers of the Early Years Foundation Stage have been devised, but are not currently required. The childminder has a clear vision for the future of her provision. Reflective practice and an initial attempt to self-evaluate has given her ideas on how to develop her provision. To support this she has embarked on training to enable her to achieve a level three qualification in childcare.

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

Children are settled and content and eagerly participate in self-chosen activities and those planned by the childminder. Toys and resources and planned activities support the interests and learning needs of the children who attend. The childminder takes photographs of the children as they play and makes observations so that she can assess and plan for their changing needs. Children learn about maintaining their personal safety and about adopting a healthy lifestyle from the childminder's good role modelling and consistent supervision. They are getting to know when it is necessary to wash their hands, such as before morning snack, and head off for the bathroom where the childminder shows them how to do so correctly. They are learning that taking regular drinks of water helps to keep them hydrated, particularly during warmer weather.

Children are shown how to use play equipment properly so they avoid hurting themselves and they know that when they investigate the bark chippings in the childminder's garden they should not put them in their mouths. Minded children still need a buggy when they are taken on outings, but nevertheless the childminder talks to them about how to keep themselves safe, such as when crossing the roads. Children enjoy the childminder's attention and their contentment is reflected in their behaviour and in their mannerisms towards the

childminder. They show by their actions that they are beginning to understand the childminder's rules and they behave well under her caring, consistent approach.

Children are tentatively making marks with felt tip pens and learn about texture as they play in the shaving foam or engage in finger painting. They develop problem solving and reasoning skills as they concentrate on fitting the snail and bee puzzle pieces into the appropriate places and when building with coloured bricks. Children engage in imaginary play with the dollies and the buggy, sometimes alone and sometimes with another child or adult, and engage in dialogue. They like to listen to songs and rhymes that the childminder sings along to and they try to copy the actions. They attend storytime at the library; choosing books for them to share with the childminder and listening intently and joining in with favourite parts of the story. Children attend groups at a local children's centre, and this provides opportunities for them to try out different toys and resources and also to develop social skills with other children of a similar age. Overall, children are provided with many opportunities to develop skills which will 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?	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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