

Inspection report for early years provision

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Inspector	Pauline Pinnegar
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 has been registered since 1999. She lives with her husband and three children aged 11, 13 and 15 years old. The house is situated in the Yarm area of Stockton on Tees, within easy distance of local amenities including schools. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play. The childminder cares for children on weekdays from 7.30am to 6pm.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding eight children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers an extremely warm, caring and friendly welcome to all children and their parents. Children are very happy and content at this homely setting where they relish the childminder's calm and patient character. She is very enthusiastic, natural and highly competent in providing for each child's individual needs. She has a very thorough understanding of their routines and family circumstances, achieving an excellent balance of consistent care and appropriate challenge, in partnership with parents and other early years providers. The extensive range of experiences she provides ensures ample opportunities for children to make progress in all areas of learning. As a result, children's welfare and learning are promoted exceedingly well and they are very safe and secure. The childminder's planning for improvement is highly effective in keeping her up to date with childcare practice through training, reading, consultation and excellent organisation.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance the systems for observations to consistently record children's next steps.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding and the childminder is very well informed about procedures to keep children safe. All required documentation for

the effective running of the setting is available and is very well organised. The childminder has attended safeguarding training and demonstrates an extremely good understanding of related issues. The indoor and outdoor environments are subjected to thorough and rigorous risk assessments that ensure any potential hazards to children are minimised. Children's welfare is safeguarded extremely well, as the childminder and other household members have had suitable checks completed.

The childminder shows a raised awareness of the effect of activities and experiences on children's overall development. Children's play opportunities are maximised through the excellent organisation of space, time and resources. The childminder rotates resources frequently and also uses her local toy resource library to ensure that children's interest in play is effectively stimulated.

The childminder has a very clear vision for the setting and her practice. She is very enthusiastic and passionate about driving forward with improvements to ensure better outcomes for children. She is booked on more additional training courses in order to continue to develop and significantly improve outcomes for children, enabling them to continue to maximise their full potential. The childminder is extremely proactive in her approach to improving the setting and welcomes input and comments from parents and children in order to make changes ensuring the children's needs are met more effectively. She has fully addressed the single recommendation from the last inspection successfully, and this contributes significantly to the safeguarding of children.

Frequent forms of communication is maintained with parents, ensuring that they are informed about children's daily experiences and development. They are actively encouraged to participate in a two-way communication with the childminder regarding their child and they are kept consistently informed about their child's learning and development progress. Parents receive detailed daily diaries, newsletters and clear information about the Early Years Foundation Stage (EYFS) and the childminder has recently developed a 'slide show' for parents' information. The childminder is aware of the requirement to work in partnership with other early years providers and works hard to build up the necessary links to fully established this. She actively promotes the well-being of each child and works with parents to ensure that all children's needs are competently addressed as agreed. Parents speak highly about the 'exceptional quality care and education their children receive'. All children and families are valued. Equality and diversity are very well promoted. For example, all the children are encouraged to try out the full range of available activities and play equipment. Positive images and a vast range of appropriate resources are available to promote understanding and respect for others and to give all children a sense of belonging.

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

The childminder is very committed to the care and education of children and implements highly effective methods using routine activities to fully promote their learning. This means that children are making excellent progress towards the early learning goals. The child-friendly environment encourages children's play as they

are free to move around and are able to select toys from a vast range of resources in order to initiate or change activities. The childminder carries out frequent observations including a written tracking system of children's attainment. She then reflects on this information and plans for their next stage in their learning. However, children's next steps are not consistently maintained within the records but the childminder clearly knows each child's learning priorities. Planning clearly indicates a wide range of activities that provide stimulating experiences across all areas of learning and the childminder includes challenges to extend children's skills. For example, she provides resources that are suitable for all ages of children attending, whilst adapting the activity if children are younger or require additional support. The childminder has formed strong relationships with children and they interact positively with adults and their peers. She offers clear praise consistently and this encourages children's exemplary behaviour. They are clearly aware of boundaries and are aware of their exceptional social skills as they repeatedly say 'please' and 'thank you' appropriately. They are very content to share resources as requested by the childminder and negotiate space with others during activities.

Children's communication skills are consistently fostered resulting in lovely interactions between themselves and the childminder. She makes excellent use of open-ended questions to encourage children to think. They use information and communication technology to support their learning. Children use counting and numbers well in everyday play situations and explore shape through fun activities. They have interesting opportunities to learn about the world they live in. Examples of these are when they plant runner beans and sunflowers, make a 'bird hide' and explore concepts of freezing and melting in the snow. Children clearly enjoy creative activities as they manipulate play dough, experiment with musical instruments, role play and explore with sand. The childminder regularly takes activities outdoors, for example, the children paint on large pieces of backing paper. Children have many opportunities to explore their early mark-making skills and write for a purpose when in role play. For example, writing shopping lists, menus and library cards. Children are also beginning to link sounds and letters as they explore with various resources. These excellent experiences promote literacy and technological development, and enable children to develop skills necessary to their future success. Opportunities for children to develop their problem solving skills are particularly well planned. Children weigh and measure ingredients during baking activities and have fun experimenting, rolling balls along bamboo canes. Children's imagination is very effectively promoted through role play, for example, they convert the role play area into a restaurant, library and have fun making dens.

The childminder's home plays a key role in supporting children's learning and development. It is a place where children show they feel safe, cared for and relaxed because they are in the continuous care of a trusted and supportive adult. Activity planning also teaches children about keeping themselves safe and children adopt the 'Crucial Crew' initiative within the setting, exploring emergency procedures and safety issues relating to water, safe handling of equipment, for example, the scissors and road safety. This is extended into role play when children make 'props' for the zebra Crossing in the garden. They know the childminder is always close at hand to support both their physical and emotional safety. Children flourish as they access excellent opportunities for physical play.

They love to play in the large well-equipped garden or going to the park. This ensures they get plenty of fresh air and exercise. They are active or restful through choice and sleep in line with their individual needs and parents' wishes. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met