

Inspection report for early years provision

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Inspection date	09/09/2009
Inspector	Christine Tipple
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 was registered in 1995. She lives with her partner and two grown up children. They live in Cayton, which is close to the town of Scarborough. The childminder is within walking distance of the local school and pre-school. The childminder uses the ground floor and the bathroom on the first floor for childminding. There is rear garden for outdoor play.

The childminder is registered to mind a maximum of six children under eight years old, no more than three may be in the early years age range. The childminder is currently minding nine children of whom six children are in the early years age range. The childminder offers care to children aged over five years old up to 12 years old. The childminder is registered by Ofsted on the compulsory and voluntary Childcare Registers. She uses her car for childminding purposes.

The childminder is a member of the National Childminding Association and local childminder support groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's excellent knowledge, skill and enthusiasm fully supports children's individual needs given their ages, abilities and starting points. This enables them to make very good progress in an inclusive environment which highly values children's independence, safety and ongoing welfare. The outstanding partnership with parents provides a very successful shared commitment to the children's ongoing care and learning needs. The childminder's current working relationships with schools and other agencies are good. The childminder is highly motivated in what she does and this is reflected in her ongoing approach to the evaluation of her practice. This is clear in identifying the areas to develop and to build upon, to ensure the high level of care and learning is maintained and extended.

What steps need to be taken to improve provision further?

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

- continue to develop partnerships with other providers which promotes continuity and progression for children by sharing relevant information.

The effectiveness of leadership and management of the early years provision

The childminder places a strong emphasis on children's safety and in their protection. She has a detailed and informed safeguarding policy which is shared

fully with parents. She ensures her knowledge and skills continue to be reviewed and kept up to date through training. The childminder is highly vigilant and efficient in her approach to children's well-being, she ensures she assesses and covers risks in relation to all aspects of her practice with the children. The risk assessments are robust and cover all areas, both indoors and outdoors. These are regularly monitored and reviewed along with the highly comprehensive policies and procedures for children's welfare, health and safety.

The childminder has taken excellent steps in her own self development and is motivated and committed to extending her provision and training and in her implementation of the Early Years Foundation Stage. This is reflected in the depth and wealth of information in place and in the wonderful provision for the children and how this impacts on them, to ensure they have fun and make excellent ongoing progress. The childminder monitors and evaluates all aspects of her practice and this includes the parents, children, other providers and professionals in this process. This provides the childminder with a range of valuable information which enables her to move forward, to improve and to set targets, such as working towards a qualification. The childminder and the children play an active role in the community through the local support groups and attending other provisions. The well managed range of high quality resources and equipment fully promotes all aspects of the children's care and learning to a high level. These are stored at child height and enables access and self selection for all the children. The childminder highly values the children's independence which is supported from an early age. The opportunities for the children to be involved with recycling and collecting rain water, all contributes towards a positive attitude to the environment with the children. The children learn about the wider world because the childminder and children talk about different places that they have been to, which leads onto talking about what the culture is like, what they eat and the different languages that they speak. The children have a real interest in the Japanese language and love to say 'hello' in Japanese. The children celebrate different festivals from around the world and read about that particular country. The childminder's continuous approach to evaluating her practice and provision and understanding how this impacts on the children for them to achieve and progress is highly effective.

The childminder through her ongoing discussion with parents and the detail in her policies and procedures, displays and resources, offers children and families an inclusive and positive learning environment. This fully promotes children's individual needs, interests and routines which are highly valued and fully supported by the childminder. The observations and assessments of the children are comprehensive and provide an excellent, knowledgeable account of their individual learning and developmental needs. This enables the childminder to have a clear insight into what activities and experiences she offers, which challenges and supports children to progress exceedingly well. The childminder's partnerships with parents are outstanding. When a parent first comes to see her, they are given a very detailed and informative parent's pack. Within this pack is information on the childminder's family, menus, the range of provision offered and all the policies and procedures and feedback from other parents. This approach ensures parents have a very good overview of her practice. Parents are kept fully informed on their child's day through the child's daily diary and this gives parents a snap shot of

what their child has done and a photograph of them at play. This also enables parents to add their comments, which has been very effective in strengthening the link with home and how this informs children's ongoing learning opportunities for the childminder. The parent's questionnaire is a shared approach to how their children have developed and it covers the six areas of learning, which parents add their comments on how they see their children have progressed in each of those areas. This reinforces the innovative approach by the childminder to working in partnership with parents.

The links with community activities, information and support are very good. However, links with other providers are still being established and this is due to the current children not yet attending other providers. This to be further extended by the childminder to develop partnerships with other providers, which promotes continuity and progression for children by sharing relevant information.

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

The children are actively engaged and very enthusiastic in what they do. The caring and close relationships formed by the children with the childminder provides them with a positive sense of belonging and security. Children are self assured and demonstrate skills and practices which fully enhances their confidence and independence. The children have excellent opportunities through the day to have continuous access to the outdoors, which they take full advantage of. The outside area is very well resourced and set out to offer a rich, varied and imaginative range of learning experiences which extends from indoors. This enables the children to use a selection and variety of tools, such as rollers and brushes to paint and mark make with. The tent offers a quiet area to read a book with each other or on their own. This is further extended with a home book lending scheme, which is much enjoyed by both the children and parents. The children help to build a bird feeding stand with the childminder, which they had painted and then they filled the various seed containers ready for the birds to come. They thoroughly enjoyed pulling the carrots out of the pots to prepare and eat, this also includes fruit and other vegetables grown by the children. The construction area with a range of plastic piping provides a great way to see water and balls pass through different levels.

The childminder is skilled in asking the children many open ended questions, which is very supportive for their speech development and confidence. Children develop their speaking and listening skills through the excellent ongoing opportunities to interact with others and by positive encouragement by the childminder for them to talk. With the babies when they begin to babble, the childminder responds by trying to copy the rise and fall within their voices and responding to their gestures. Children have ongoing opportunities to count and use numbers though their play, which enables them to make connections and to link a number to objects, such as how many cars are there. Children have games where they match and link shapes and develop their visual awareness through jigsaws and creative activities. The childminder works with the children to engage and use numbers and language to problem solve, such as 'smaller or bigger, do we need more seeds or less in the

feeder'. All are integrated in their every day language, so children including the youngest are comfortable with this. The children also have computer time to improve on their skills through the learning programmes provided. The very good range of creative activities are thoroughly enjoyed by the children, they take part in singing and playing musical instruments. This is well managed by the childminder, who supports and encourages the children to be creative and critical thinkers. The children are able to fully develop their ideas by using and having access to the various mediums and materials to build and create their pictures with. The use of additional props, such as the empathy doll and puppets, role play and small world, all enhance and promote children's imagination, ideas and life experiences. The babies and toddlers fully experience tactile resources and develop their senses through the wealth and range of activities provided and being with the older children who actively engage them.

The children's individual learning journey files are very well presented. They contain excellent information on all areas of learning. The clear links with the learning goals demonstrates the skill and knowledge of the childminder in her approach and understanding of each child's starting points. These provide evidence of their learning journey and progress, which clearly reflects what children know and ways forward relevant to those needs. This is followed through with next steps and the childminder provides ongoing examples of how this is achieved and developed. The childminder's commitment in completing the detailed assessments for each child offers optimal challenges, which maximises children's learning opportunities and excellent progress.

The childminder's vigilant approach to children's well-being and safety is managed very effectively. The children manage their personal care very well and all have their own towel. The supportive visual signs enable them to know to wash their hands and they are happy to tell you why. Clear procedures and guidance provided by the childminder, ensures all steps are taken to minimise cross infection. The childminder provides a very good range of nutritious snacks for the children on a daily basis and this is supported with their home grown produce. Parents provide their children's packed lunches and this on occasion limits the variety of healthy choices children have. Children are aware of keeping safe and this is managed sensitively through their activities and safety routines. The childminder enables the children to take levels of risk in what they do as this is seen as an important part of their development and the children are happy to take responsibility. Children behave very well as they are secure within their relationships with the childminder. The childminder through her positive approach promotes respect and the importance of respecting and valuing each other. The children readily help each other and this is an important skill to enable children to develop empathy and understanding in their relationships.

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	2
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	2
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