

Inspection report for early years provision

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Inspection date	04/11/2009
Inspector	Sharon, Amelia Robson
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 2006. She lives with her husband and 12 year old son in a residential area of Burradon, Northumberland. The property is within walking distance to local amenities, including schools, toddler groups, parks and transport links. Children have access to the lounge, dining room, kitchen and bathroom, there is an enclosed rear garden available for outdoor play. The childminder is registered to care for a maximum of six children under eight at anyone time, she currently has three children on roll, two of which are in the early years age range attending on a part-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely committed to providing a welcoming and inclusive environment where all children are valued and respected, and where every child's individual needs are met fully. She has extensive knowledge of the Early Years Foundation Stage (EYFS), and therefore provides children with excellent support to enable them to make very good progress in their learning and development. The childminder has a great capacity to improve the service she provides, as she regularly evaluates her practice, including reviewing and updating her comprehensive and detailed policies and procedures and other relevant documentation. Excellent relationships have been developed with parents, and extremely positive procedures are in place regarding links with other providers.

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 links with other providers delivering the EYFS.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her role in safeguarding children in her care. She has completed relevant training and therefore feels very confident that her knowledge is up to date and comprehensive. She has extensive policies and procedures relating to safeguarding and she ensures parents have a copy of this information, as well as discussing this at the onset of a placement. The childminder also has extremely effective written policies and procedures in place regarding the safe collection of children, lost children and safety in general. Children's safety is given high priority, as she ensures detailed and effective risk assessments are in place for all areas used for childminding purposes, both indoors and outdoors. Outings, including walks to and from nursery and school are

included in the risk assessment and the childminder rates the seriousness of each of them, which ensures hazards for children are minimised. In case of emergency children are aware of the evacuation procedure, as this is practised with them regularly, as a consequence, children learn about keeping themselves safe.

Areas used in the childminder's home are extremely well organised, with an extensive range of toys and resources available, which cover all areas of learning. Low level, child friendly storage systems promote independence and enable children to make their own choices, in a safe environment. Children are valued and their differing backgrounds and abilities are highly respected. Through the wide range of resources, activities and discussion, including the childminder's extremely positive role modelling, children are encouraged to learn about the wider world and to respect difference. Comprehensive procedures are in place regarding support for children who speak English as an additional language or those with a special educational need and/or disability, and a wide range of resources are available to promote this.

Partnerships with parents are extremely strong, as the childminder values their contributions and keeps them very well informed about all aspects of their child's development and achievements. Detailed information from parents is used effectively in planning, to ensure learning opportunities are provided that meet children's individual needs. At the onset of a placement and during introductory visits, the childminder uses both discussion with parents and observations to help her assess a child's 'starting points'. The childminder gives parents the opportunity to make comments about her service, in providing both them and their children with questionnaires, in which she receives extremely positive feedback. She shares information with parents on a daily basis, both verbally and in children's daily diaries, as well as sending them text messages. Children's development folders are shared with parents and these include children's work, photographs and observations, which are linked to the EYFS. Parents receive an extremely detailed information pack at the onset of a placement, as well as information displayed around the childminder's home and she takes time to discuss the EYFS with all parents. Very good links have been made with services and providers used by the minded children. The childminder works closely with nursery staff to ensure she is aware of themes and topics being followed, and procedures are being developed regarding sharing relevant information with them. She is also involved in themed days and trips with these providers.

The childminder fully addressed the recommendations from her previous inspection. She is extremely proactive in ensuring her knowledge regarding children's learning and development, and childcare is detailed and comprehensive. She has attended a vast amount of courses and workshops, including EYFS, behaviour management and child protection. She has also completed two level three childcare qualifications, as well as a Quality First scheme. The childminder has an excellent understanding of the EYFS and has completed her self-assessment comprehensively and effectively, and has used this to help her to develop her strengths and identify any weaknesses.

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

The childminder has impressive systems in place to ensure all children make excellent progress across all areas of learning. She has extremely detailed observation and assessment records in place, which are linked to the EYFS, and used to record and monitor children's development and to identify their next steps of learning. She plans and adapts activities according to children's individual needs, and to ensure each child has the opportunity to reach their full potential. Comprehensive written weekly plans are in place, which are flexible in order to allow the childminder the opportunity to respond to children's interests and to ensure each child is happy and engaged in their learning and play. Independence is promoted as children are encouraged to make their own choices from the extensive range of toys and resources available, as well as their being a very good balance between adult-led and child initiated activities. The childminder interacts with the children extremely well, ensuring she takes every opportunity to help children to develop their skills and learning. For example, as a child played with the play food, the childminder asked her to find certain fruits and vegetables and then asked if she knew the colours, there was lots of praise and encouragement throughout this. Also as the child began to hang the dolls clothes on the washing line the childminder encouraged her to count how many pegs she was using, the child had great fun whilst doing this.

Children make excellent progress in their social skills and building their confidence, as they have regular opportunities to attend local toddler and childminder drop-in groups. They participate in outdoor activities on a daily basis, including visits to the local park and duck pond, as well as an extremely wide range of physical activities, such as soft play, dancing and using the well resourced garden. The childminder encourages children of all ages to use information and communication technology, including laptops, as well as push button toys, books and telephones. Children visit the library each week and they all have their own library tickets and are able to choose their own books. They regularly take part in cookery sessions with the childminder and she ensures recipes are suitable for children's ages and abilities. They visit the shops with their own shopping lists, using pictures for the younger children and they have also grown their own vegetables in the childminder's garden. She encourages children to use new words, equipment and utensils during these activities, as well as weighing and measuring whilst cooking. Excellent resources are provided to help children learn about the wider world, including books, posters, dressing up clothes and small world characters. Children have the opportunity to celebrate a wide variety of cultural and religious festivals and events, including a visit to China town to see the New Year celebrations. The childminder also has an extensive range of information packs on different cultures and religions, which includes stories and activities for young children.

Good health and well being are promoted extremely well, as the childminder uses her detailed information on children's dietary and health needs appropriately. Detailed and comprehensive policies and procedures are used effectively, including those regarding accidents, medication and the care of a sick child. Hygiene procedures are promoted, as the childminder talks to children about the reasons

why they need to wash their hands at appropriate times, for example, she explains that they need to do this to make sure there are no germs left. She also offers children a tissue to wipe a runny nose and children automatically ask for a wipe after having done this. Children have great opportunities to learn about healthy eating, as they are provided with healthy and nutritious snacks, as well as having the opportunity to help the childminder grow vegetables in the garden. Children have very good knowledge of safety while in the childminder's home and whilst out and about with her. She talks to them about safety while walking to school and nursery, and they practise the 'Green Cross Code', the children also had the opportunity to take part in a 'beep beep' day, where road safety was promoted. She also provides children with an extensive range of resources relating to safety, including books, and colouring sheets. Each child receives a certificate after practising the emergency evacuation of the childminders home. She also allows children opportunities to try new experiences and challenges, to help them develop their own sense of safety.

Children have an excellent relationship with the childminder, and they are extremely happy and settled in her care. She is very kind, patient and very responsive to children's individual needs, ensuring they feel comfortable and secure in her home. Children are very well behaved, they have very good manners and respond positively to the childminder's routines and boundaries. She knows the minded children very well and ensures methods used for behaviour management are appropriate to each child's age and understanding. Children are quite happy to help with tidying up and through the positive role modelling provided by the childminder, younger children are learning to take turns and share. They respond very positively to the praise and encouragement they are given throughout the day.

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