

Inspection report for early years provision

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Inspection date	16/10/2009
Inspector	Shirley Peart
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 November 2006. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Bedlington, Northumberland with her husband and children aged eight years and 16 months. The ground floor of the home, which includes a designated play room and bathroom, are used for childminding. There is an enclosed rear garden for outside play.

The childminder is registered to care for a maximum of five children. There are currently two children attending who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to two children aged five years and over.

She is a member of the National Childminding Association and holds a B.Tec National Diploma in Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides excellent care and learning opportunities for children in a highly inclusive environment where their welfare and well-being is extremely well promoted. She works successfully in partnership with parents and school staff so that the individual needs of the children are very well met. Children progress very well and make strides in their learning and development as she has an excellent understanding of the six areas of learning within the Early Years Foundation Stage (EYFS) framework and all areas are very well promoted. The capacity to improve the provision is very good as the childminder reflects on her practice to establish what she does well and what she would like to develop further.

What steps need to be taken to improve provision further?

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

- developing and evaluating systems that are used to monitor children's progress.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded which is due to the childminder's meticulous record keeping and procedures. Adults living in the household are appropriately vetted and Criminal Record Bureau (CRB) checks are held in the childminder's file. She has updated her training in first aid, food safety and child protection since the last inspection and she is well aware of what to do if she has concerns about a

child, or if there is a complaint against her. Public liability insurance, the Ofsted certificate and information poster, are prominently displayed for parents. Comprehensive risk assessments are in place and these are reviewed either weekly or monthly, which ensures that the childminder is vigilant about keeping children safe. The childminder has addressed the one recommendation from the last inspection very well and has identified her strengths and where she would like to improve, such as with the monitoring of children's progress. The childminder is ambitious and clearly dedicated to her role as a childcare practitioner. She is intending to use the full Ofsted self-evaluation format so that she can focus on the outcomes for children in more depth. Therefore, the capacity to improve further is very good.

The childminder has a very good understanding of equality and diversity issues as she assists children to develop positive attitudes and helps them to understand and value differences by using books and resources effectively. Children know that everyday used items and toys can be recycled and items in the 'natural basket' promotes children's curiosity and learning further. For example, they like to smell the empty plastic bottles and look at the prisms of colours on an old perfume bottle when this is held up to the light. They also confidently state that their old toys can be put into the 'charity bag.' Activities and conversations with the childminder such as this, enable children to make a positive contribution and develop skills for the future effectively. The childminder's husband is sometimes around during the day so that he can help to look after their own children, which allows the childminder free time to dedicate solely to minded children.

The childminder has friendly relationships with the local school teachers as she knows them very well. She attends curriculum meetings, obtains copies of their planning and she talks to the children about what they have been doing, so that their learning and understanding is continued and built on. The childminder finds out all she can about the children from their parents including their likes, interests and routines, she also undertakes home visits where she can to gain a further insight into a child's life. The individual 'scrap books' with excellent observations, photographs, examples of children's work and captions, ensure that parents are well informed of their child's progress. Highly positive letters were received from current parents indicating that they are extremely pleased with the childminder's care. Comments include that, 'the level of care is outstanding' and 'the daily diary keeps me well informed, this is invaluable.'

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

A lovely calm atmosphere is apparent where children are highly settled and comfortable in the childminder's care. The childminder provides a rich, varied and imaginative provision for young children, therefore they achieve extremely well and thoroughly enjoy what they do while they are with her. She knows what children are curious about so that plans are based on children's current interests. For example, when children show an interest in autumn they talk about things that they see in the environment and collect leaves to make pictures so that activities are meaningful. They also talk with the childminder about other seasons and past

and future events, such as Halloween and Easter, which helps children develop a sense of time and to make plans about what they might do, such as buying a pumpkin from the fruit shop. The childminder has an excellent knowledge of the EYFS and puts this into practice extremely well, as she links information in the children's 'scrap books' to the different areas of learning. For example, a child's drawing has the caption 'Am I just scribbling?' or a photograph may state 'Am I just playing?', then the childminder writes about the learning and development taking place, which demonstrates an excellent way of showing what children are learning and provides a lovely record of children's progress for the parents.

Children are very confident and self-assured within the environment and have a good sense of belonging. They talk about what they do and point out toys and areas of play in the playroom, as they explain who plays with the 'little girls' toys. They clearly enjoy pretend play and initiate games, such as visiting the doctors surgery using their imaginations extremely well. The childminder is highly effective in engaging with children and joins in their play successfully, and she provides realistic challenges so that children achieve and enjoy their learning exceptionally well. For example, she regularly asks questions that make children think and respond so that they successfully remember new vocabulary, such as 'sellotape' and they use describing words correctly to explain what the items from the natural basket feel like on their skin. They also talk about their experiences as they have lively conversations with the childminder and recall special events, such as how they travelled to their holiday destination. Therefore, children's communication, language and literacy development is highly promoted.

The childminder provides an extremely well organised, child-friendly, very clean environment for the children. They access the bathroom easily as this is on the ground floor and they are gaining independence as they stand on the small step to wash their hands and state which is their towel. Children feel safe as they have warm trusting relationships with the childminder and express their feelings easily, such as when they tell her how they missed her when they were on holiday or how it was 'sad' when other children left the provision. Children's well-being is highly promoted and the childminder meets children's individual needs extremely well. Children have lovely relationships with her, which is apparent when she recognises that they are tired and need some quiet time, they approach her easily as they sit in the comfy corner with her and snuggle in for a story. Even young children have an excellent understanding of safety practices. They explain how they cross the road and how they tell new children to the provision that they have to 'hold on' to hands when they are out and about. Children understand and know these things because of the childminder's consistent messages and very good practice. Children walk everywhere as the childminder realises the benefits of this for young children in promoting a healthy lifestyle and to increase their knowledge and understanding of the world, as they talk about things of interest in the environment on the way to and from nursery and school.

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	2
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

The quality of the provision in the Early Years Foundation Stage	1
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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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