

Inspection report for early years provision

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Inspection date	27/01/2010
Inspector	Lindsey Pollock
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 February 2007. She lives with her husband and two children, aged 13 and six years, in Darlington. The whole of the ground floor, the first floor bathroom and small front bedroom are used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children aged under eight years at any one time, of whom, no more than three may be in the early years age range. She is currently caring for four children in this age group. She also offers care to older children. When working with her husband, who is her assistant, she is registered to care for no more than seven children under eight years, of these, not more than 3 may be in the early years age group and of these, not more than 1 may be under 1 year at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association and childminding networks in Darlington.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely proficient in meeting the needs of children in the Early Years Foundation Stage. Highly effective partnerships with parents ensures children's needs are successfully met and their protection assured. Children's welfare is paramount and their uniqueness is highly valued. A strong feature of this provision is the rich and stimulating learning experiences enjoyed by children, in a relaxed homely environment. Self-evaluation reflects constant monitoring of what is being done well and what needs to improve. This helps to maintain the very high standards and plan for future development.

What steps need to be taken to improve provision further?

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

- enhancing children's learning and development further by developing the systems for sharing relevant information with other providers of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent awareness of safeguarding issues. She has completed training to update and enhance her knowledge and has comprehensive

policies and procedures in place. These will enable her to make sure any concerns are prioritised and dealt with effectively. Checks have been completed on all household members, to ensure they are suitable to be in regular contact with children and anyone who has not been checked is never left alone with the children. She keeps a record of the names of all visitors who have been in her home when children are present, to protect them further. The childminder sees children's safety as paramount. She conducts robust risk assessments, to ensure that all risks to children on the premises and outings are eliminated. A detailed record of these checks help her to ensure these high standards are maintained. Extremely well-organised documentation, including children's records and written permissions are in place. Comprehensive policies and procedures underpin this exemplary provision and ensure children's individual needs are met and their welfare fully promoted. These are shared with parents and embedded in her daily practice.

The childminder is fully committed to driving and securing improvement. Since her last inspection she has completed a recognised childcare qualification and a significant number of training courses provided by the local authority. She has a clear action plan in place for her future development and training. She reflects on her practice continually, including evaluating activities. Parents views are sought verbally and through questionnaires and children have a big input into activity and menu planning. She is also using the Ofsted self-evaluation form to help her identify the strengths and areas for improvement of her childminding service. Effective use is made of space and resources, to promote care and learning. The childminder's home is extremely welcoming to all and is maintained to high standards. The brightly decorated playroom is particularly inviting to children. Good quality toys are easily accessible to children, which helps to promote their independence. Children's art work and photographs are proudly displayed throughout all rooms along with lots of written words and numbers. This helps to give children a strong sense of belonging and value, providing a rich learning environment for them. Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates a very positive attitude to working with parents and taking steps where appropriate to ensure that all children are fully included at the setting.

Highly positive relationships are in place with parents. Inclusive procedures mean that parents are fully involved in their children's care and learning. Their views are sought and respected, they describe the care of their children as 'wonderful' and 'excellent'. Detailed daily diaries are exchanged with parents, these give clear information about children's care and are an excellent means of communication. Good partnerships with other provider's of the Early Years Foundation Stage have been established. The childminder is knowledgeable about what children have been doing at nursery, so she can complement this at home, such as, the letter and colour of the week.

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

The childminder is highly motivated, enthusiastic and passionate about her job. Her considerable knowledge and understanding of the Early Years Foundation Stage enables her to provide children with maximum learning experiences, that are fun and enjoyable. Written observations and assessments on children's learning are focussed and an extremely useful tool to assess children's progress and plan their next steps in learning. Summative assessments are completed, showing that all children are making very good progress in relation to their starting points. Activities are well planned, cover all areas of learning and are adapted where necessary. Even the youngest children are fully involved in things, such as, baking and salt dough sculpting. Excellent relationships between the children and the childminder are in place. Her consistent and positive interactions ensure children feel secure and they are very much 'at home'. The childminder is warm and caring. Children approach her confidently and with great affection.

Children behave exceptionally well. They play alongside and with each other happily, showing care and concern. Even the youngest children help in everyday tasks, as they get the wipes and put them away again at nappy changing time. They enjoy each others company and occasions, such as, lunch times, which are a happy social time, when children sit together to eat. They remember to say please and thank you, as well as show respect for the childminder and her home. Communication skills are developing extremely well. Older children converse happily, talking about what they have been doing at nursery. Younger children are beginning to say recognisable words, such as, 'juice' and 'birds'. They also successfully express their needs through gestures, for example, when they would like some of their favourite food. There are many opportunities for them to learn about the wider world, as they participate in lots of outings in community and further. Trips to places such as the nature park help them to learn about caring for the environment, this is re-enforced at the childminders home, as they save paper for re-cycling. They become fully involved in caring for the guest African land snails which raises their sense of responsibility. They love being outdoors and are very active children. Access to equipment at the setting, local parks and soft play areas gives them extensive opportunities for their physical development. This along with activities for healthy food preparation, such as, fruit kebabs and making nutritious toppings for pizzas, helps to raise their health and bodily awareness and the importance of maintaining a healthy lifestyle. The extent to which children make a positive contribution is exceptional. A wide range of activities, such as, celebrating Diwali, Chinese New Year and events such as Australia Day, when they made didgeridoos, raises their awareness of other cultures and countries. The children hosted a charity party day, inviting other childminders and their children along to help raise funds for people less fortunate than themselves.

High standards of cleanliness and hygiene are maintained throughout all areas. The childminder follows strict hygiene routines, such as, wearing gloves for nappy changing and providing paper towels for hand drying, to help reduce the risk of cross infection. Children brush their teeth after breakfast and lunch, even the youngest enthusiastically embrace this routine. They know when it is appropriate

to wash their hands and do this independently with little prompting. All children show a strong sense of security and feel safe within the setting. They follow established rules for behaviour when out walking and have an increasing understanding of road safety. The childminder's exemplary organisation of routines helps the youngest children develop confidence in their surroundings and find out what they can do.

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

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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