

Inspection report for early years provision

Unique reference number	EY240376
Inspection date	07/01/2009
Inspector	Elaine Marie McDonnell
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since July 2002. She lives in the Ingleby Barwick area of Stockton-on-Tees with her partner. The home is close to local shops, primary school and play groups. The whole of the ground floor of the house is used for childminding purposes and there is an enclosed rear garden available for outdoor play.

The childminder is registered to care for children in the Early Years age group and is also on the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll aged between 14 months and 12 years, most are cared for on a part-time basis.

The childminder is a member of the National Childminding Association and of the Stockton Childminding Network. She has a B-Tec National Diploma in childhood studies (Nursery Nursing).

Overall effectiveness of the early years provision

The provision is extremely effective in meeting children's needs and they are making excellent progress in their learning and development. The childminder demonstrates a very high commitment to providing an inclusive and welcoming environment for all children. The management of the provision is extremely professional and children have an excellent attitude towards learning and are excited and motivated to learn. The childminder effectively evaluates her provision to ensure continuous improvement in the service she provides and some excellent steps and procedures are taken to ensure children are kept safe and secure.

What steps need to be taken to improve provision further?

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

- ensure that cushions in the lounge do not pose a hazard to children.

The leadership and management of the early years provision

All documents and records required for the safe and efficient management of the provision are available and are extremely well maintained and organised. There is an extensive range of comprehensive policies and procedures available which support the outstanding management of the provision.

The childminder has an excellent attitude towards personal development and has attended many additional training courses since the previous inspection, for example, first aid for child carers, Level 2 award in food safety and catering, awareness of child abuse and neglect, introduction to the Early Years Foundation

Stage, working in partnership with parents, festivals and celebrations, the importance of play, heuristic play, creative play experiences, tiny singers, observation, assessment and planning, creative development and outdoor play, attachment and the role of the key person and learning through play.

The childminder ensures the continuous improvement in the quality of care and education. A very comprehensive self-evaluation system is in place to identify areas for further improvement, which are effectively implemented, and includes the views and comments of parents, all of which are very positive. The childminder has made excellent and consistent progress since the previous inspection and the recommendation in relation to written consent from parents has been fully addressed.

The childminder works extremely well in partnership with parents and carers. Parents are kept fully informed about their children's achievements and progress through regular discussions, through the use of the daily diary and the 'all about me' books. Parents are also kept regularly and fully informed of current learning 'themes' as well as what their child has eaten on a daily basis. Excellent written information is available to parents about the childminder and her provision.

Parents are encouraged to share what they know about their child, particularly when the child first starts. For example, the childminder finds out about a child's ability and development through discussions and initial meetings and this is used as a basis for their individual care and learning.

The childminder demonstrates an excellent knowledge and understanding of child protection issues and comprehensive written procedures are in place. As a result, children are very well safeguarded. Risk assessments are comprehensively conducted and recorded by the childminder. Some excellent steps have been taken to manage or eliminate risks to children, for example, a very comprehensive visitors procedure is in place, however, cushions in the living room could pose a choking hazard if attachments become loose.

The quality and standards of the early years provision

Children are involved an excellent range of planned, purposeful play and exploration, both in and out of doors, with a balance of adult-led and child-led activities that results in children being active and creative learners. The childminder identifies different 'themes' for learning each month and then successfully links the themes into the six areas of learning.

The learning environment is very welcoming and attractive and helps children to progress towards the early learning goals. They have easy access to a wide range of interesting and stimulating resources and activities. Children thoroughly enjoy a craft activity, singing number songs and rhymes with the childminder, listening to and being involved in stories, drawing, counting in French and naming other words in French. Children's listening skills are also well promoted when they participate in a listening activity.

The childminder regularly observes and records children's development. Information from observation and assessment is very well used to inform future, individual planning to ensure that children move onto the next stage in their learning and achieve as much as they can. Observations are extremely well recorded and detailed, areas of learning and areas for future development are clearly recorded and shared with parents. These records clearly show that children are making excellent progress in relation to their starting points.

The childminder teaches children very well about keeping safe, for example, when they are involved in fire drills, when discussing road safety on outings and during the recent transport theme. They also learn about the importance of being healthy and active and children have regular opportunities for physical activity including music and movement session indoors. The childminder actively helps children to understand and adopt healthy habits, such as regular brushing of teeth. Children are also very good at washing their hands and do this independently without being prompted. Their overall health is very well promoted as they receive a variety of healthy and nutritious meals and snacks. Eating times are observed to be very relaxed and sociable occasions, which children enjoy helping to prepare.

The childminder helps children to thoroughly enjoy their play by being involved in and extending their play and learning with them. Personal, social and emotional development is a particular strength within the setting. Children are very enthusiastic and excited to learn and enjoy all of the different activities they are involved in. They work well both independently and with each other, for example, they are very good at sharing and taking turns and they also manage individual tasks, such as helping to prepare snack or the table for lunch.

The childminder encourages children to join in, make friends, and respect each other taking into account their diverse needs and backgrounds. They all enjoy learning to count and saying different words in French, as one of the children speaks both French and English fluently. Children are very well behaved and have an excellent attitude towards learning and towards each other. They form close friendships and play well together. The childminder promotes a very positive environment and good behaviour is well promoted, praised and encouraged.

The childminder helps children to make as much progress as they can in communicating, literacy, numeracy, and information and communication technology. For example, their language and communication skills are constantly promoted through discussions, stories and singing. They also use counting regularly throughout the daily routine. Children have access to a laptop computer and to various programmable toys. A 'jolly phonics' letter of the week is also identified to support children's learning and understanding.

There are currently no children with any learning difficulties, disabilities or who speak English as an additional language attending the setting. However, the childminder has a very positive attitude towards caring for children with additional needs and demonstrates a very good understanding of how to promote inclusion for all children. Overall, an inclusive and welcoming service is provided.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.