

## Inspection report for early years provision

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<b>Unique reference number</b>	EY306826
<b>Inspection date</b>	20/01/2009
<b>Inspector</b>	Ann Coggin
<b>Type of setting</b>	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 April 2005 and lives with her husband and their three children aged 13, nine and four, in the Elm Tree area of Stockton-on-Tees. The whole of the downstairs of the property is used for childminding purposes. The upstairs, apart from the main bedroom, is also used. Children have access to a fully enclosed rear garden.

The childminder is registered to care for five children under eight years. There are currently five children in the early years age group on roll and she also cares for children who attend before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

The childminder offers an extremely well planned environment in which children settle and explore with freedom. She knows the children in her care exceptionally well and recognises the uniqueness of each individual child, therefore, meeting their individual needs. Excellent relationships have been established with parents to ensure that her practice is fully inclusive and each child's individual likes, dislikes, needs and interests are included in their daily activities. The childminder is extremely keen to provide high quality care and education to children and their parents, and uses an effective self evaluation system to update her service.

## **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 professionals delivering the Early Years Foundation Stage

## **The leadership and management of the early years provision**

The childminder's clear procedures for monitoring and evaluating her practice mean that she is aware of all areas for improvement. Parental feedback in the form of questionnaires is an important part of the childminder's strong communication system, which she uses very effectively to enhance the children's excellent levels of care and education. The childminder's positive attitude to this feedback ensures that she is proactive in implementing changes where needed, ensuring she provides superior quality childcare. The childminder has a commitment to furthering her knowledge and understanding and keeps herself up-to-date about early years childcare through attending training courses. The

childminder's comprehensive understanding of the Early Years Foundation Stage enables her to meet the varying needs of the children, ensuring they have the opportunity to participate in all the available activities. Close links are beginning to be formed with providers of other settings that children may attend, for example, the local nursery school.

The childminder creates a well organised environment where all children benefit from having individual time with the childminder during their patterns of attendance, this greatly enhances their progress in learning and development. Structured activities are carefully planned to ensure each child is achieving and allow for spontaneous learning opportunities.

Children's welfare is very well safeguarded as the childminder ensures that her home remains safe, suitable and child-friendly. There are clear and detailed risk assessments in place for indoors and outdoors, for transport arrangements and of the settings the children attend for various activity groups. She sees risk assessment as an ongoing development of her practice and will continue to monitor and record any findings, with regular reviews throughout the year.

## **The quality and standards of the early years provision**

Children flourish in the warm and caring environment. The childminder knows the children extremely well and provides weekly plans that build on the skills and abilities the children already have. The childminder ensures that resources are interesting, attractive and accessible to every child. Low storage units ensure that even the youngest children are able to see the toys and make choices, promoting independence. The bright and stimulating dining room is decorated with lots of interesting posters and attractive displays of children's art and craft work. Time and consideration are given to each child's individual needs and children enjoy her company as she joins in with their play. The childminder uses thorough and accurate observations and assessment of individuals to match activities to the full range of children's needs. As they learn and develop, the childminder uses her assessments to measure children's progress across all the areas of learning. Her clear records show links to the Early Years Foundation Stage and children's next steps for individual progress.

All children are positively encouraged to be active in their learning. Children develop an excellent knowledge and understanding of the world around them as they are introduced to different ways of life, cultures and celebrations in a positive and informative way by the childminder. They have celebrated St Patrick's Day and St George's Day as well as Diwali and Chinese New Year. Children enjoy exploring the natural world around them as they visit farms and feed the ducks at the local park. The childminder is enthusiastic about providing interesting and exciting activities, allowing children to develop habits as independent and inquisitive learners. The childminder extends the children's mathematical skills when they take part in baking cakes as they have the opportunity to weigh and to measure the ingredients. They count the cars as they walk home from school and sing number rhymes with enthusiasm. The childminder listens to children, responds to them and interacts with them during their play. They enjoy cuddles, smile as they

are praised and are encouraged when colouring in their pictures. Children's imagination is very well extended as they dress up, pretend to make meals for the childminder and guests and wash their babies' clothes. Children's communication skills are developed as the childminder constantly talks to the children, asking open-ended questions and awaits their reply. A wide selection of posters displayed around the childminder's home at children's height invites learning, including colourful pictures with the alphabet, animals, numbers, weather and different foods from around the world. The childminder enhances children's experiences of learning by taking them to a variety of activity groups, also affording them opportunities to socialise.

Children are cared for in a safe and secure environment because the childminder has an excellent knowledge of this area. Detailed policies and procedures are in place to promote children's health, safety and welfare. She has completed thorough risk assessments which cover all areas of the home, garden and outings. All parental consents are in place. Children are beginning to understand about taking care of themselves and others as they practise regular fire drills, help tidy up the toys and know they must sit in special seats when travelling in the car. The childminder has a clear understanding of issues relating to safeguarding children and has ensured that she has relevant information and contact details. Children's good health is promoted very well as detailed procedures are in place to prevent the spread of infection, such as the use of paper towels and the exclusion of children with an infectious illness. Children are encouraged to develop good hygiene habits. The childminder actively encourages positive behaviour by using praise and encouragement. Group activities, such as artwork or cookery, encourage children to share and take turns and teach children to be tolerant of others. Good manner are promoted and the childminder acts as a good role model, thanking them for helping her tidy up.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.