

## Inspection report for early years provision

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<b>Unique reference number</b>	EY309061
<b>Inspection date</b>	26/03/2009
<b>Inspector</b>	Donna Suzanne Lancaster
<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 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 was registered in July 2005. She works with her husband who is also a registered childminder. Both childminders have equal responsibility for the childminding practice. They have three children aged three, six and ten years. The family live in Ingleby Barwick. The whole of the ground floor, first floor bathroom, and second and third bedrooms are used for childminding activities. There is a garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered for a maximum of four children aged under eight years. She minds with a co-minder at times during the week, and together they may care for a maximum of 10 children under eight years. Currently they care for nine children, of whom, seven are in the early years age group. The childminders also care for children over eight years. The childminders walk to local schools to take and collect children. They are registered to provide overnight care for two children under eight years.

The childminder holds a National Vocational Qualification at level three in Childcare and Education and is working towards the Early Years Foundation Degree. She is a member of the National Childminding Association and attends local parent and toddler groups with the children. The family has a cat.

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

Overall the quality of the provision is outstanding. Children are warmly welcomed and enjoy feeling highly valued by the childminder who treats each child as a special and unique person. The childminder is very committed towards monitoring children's progress, enhancing her practice for the benefit of the children through thorough evaluating and monitoring of the provision and attending training to further develop her own childcare qualifications. She works very effectively in partnership with parents, which enables her to offer individual care to each child. The childminder is very well organised to enable all children to participate in activities. This means that children make very good progress in their learning and development, given their different ages, abilities and starting points. Extremely comprehensive record keeping, policies and procedures which are fully inclusive and implemented successfully ensure that children are kept safe at the setting and their welfare requirements are met very well.

## **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 the links with other agencies in order to ensure continuity in children's learning and development.

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

Children's care is promoted exceptionally well, as the childminder continues to update her professional skills by acquiring appropriate qualifications in childcare and attending training and workshop sessions. For example, she has achieved level 3 qualifications and is working towards the Early Years Foundation Degree. She also has completed paediatric first aid, child protection and food hygiene courses and has attended workshops on the Early Years Foundation Stage Framework(EYFS). The childminder has implemented a thorough system to monitor and evaluate her practice to ensure that improvements are made where necessary. For example, the introduction of asking parents to give regular appraisals of the services provided has now been implemented. The recommendation raised at the previous inspection has been met successfully as all written consents forms are obtained from parents and the first aid box is maintained and stock is regularly replenished.

The childminder is very enthusiastic and committed to her work. She has exceptionally good organisational skills and appropriate deployment of the childminder's ensures that children receive a high level of support. All documentation, including an extensive range of detailed and well written policies and procedures, effectively promotes children's health, safety and welfare and ensures children's individual needs are met extremely well. The childminder has a very clear understanding of her duty to protect the children in her care and has an excellent knowledge of how to recognise the signs and symptoms of abuse and what action to take should he have concerns. The risk of accidents is minimised because excellent safety procedures and risk assessments are effectively carried out, both within the setting and on outings. These ensure that children are able to move around freely, safely and independently.

The partnership with parents is outstanding. Parents are fully aware of the Early Years Foundation Stage Framework(EYFS) as the childminder has given all parents good, clear and informative information regarding the framework. Daily diaries along with verbal communication is exchanged everyday. A blank page in the diaries with 'parents comments' encourages parents to contribute and continue their child's learning and development at home. In addition parents can add their own ideas about future areas for their child's development. Parents receive a copy of the childminder's policies and procedures which enables parents to be fully aware of the childminder's practices. Parents written comments about the provision are extremely positive. Although the childminder has tried to work with other providers delivering the EYFS, the system are not yet sufficiently robust in order to ensure the continuity of children's care and education is maintained.

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

Children thrive in this setting because the childminder is experienced and has an outstanding knowledge and understanding of the EYFS. Consequently, children are making very rapid progress towards the early learning goals. The childminder uses her knowledge of individual children's developmental stages, alongside excellent

written observations and assessments, to effectively plan the next steps in their learning. She is committed to striving for improvement to provide high quality care and education and has a fantastic approach to ongoing training. Through her continued enthusiasm to attend courses, her care for children and teaching methods are kept fresh and innovative. Children enjoy affectionate, sensitive and caring relationships, as the childminder knows them extremely well and inspires them with her own enthusiasm. This means that children are developing high levels of self-esteem and becoming extremely confident and self-assured.

Children's learning and development are significantly enhanced through the exceptionally well organised playroom. Children make independent choices from the extensive range of quality resources, labelled with words and pictures. Their artwork is displayed, giving them a sense of belonging, and pictures, posters and activities are used to support their numeracy, communication, language and literacy skills. They engage eagerly in an extensive range of stimulating and enjoyable activities, such as engaging in role play, physical development using walking stilts, climbing the slide, riding bikes and visiting toddler groups. The childminder sensitively promotes children's understanding of diversity and respect for others through discussions about differences, using a wide selection of books, resources and activities, and by celebrating a broad range of cultural festivals. The childminder skilfully supports young children through their play, introducing appropriate learning opportunities that encourage letter, number, shape and colour recognition in a fun and enjoyable way. Children use a wide variety of resources for expressing their understanding, including mark making, creative, modelling, books, story telling and music. Children can fix and make things, which supports their problem-solving skills well and enjoy many construction activities. Most children regardless of their age can spell and write their own names and can confidently count beyond five. Children are inquisitive and curious as they talk about the inspectors red nail varnish, they then inspect their own nails and the childminders nails; one child states that the childminder 'has white nails' whilst another comments that she has 'pink nails'.

The provision of healthy, nutritionally balanced and home cooked meals ensures children are well nourished. Fresh fruit, such as banana's blackberries, strawberries, grapes and vegetables are offered daily with the 'five foods a day' recommendations followed. Children are offered lots of drinks which are easily accessible to them at all times. Children learn to keep themselves safe through practical daily routines, regular fire drills and the childminder's guidance. For example, they are taught how to cross the road safely and not to talk to strangers when walking with the childminder. They are also reminded during play of house rules which concern safety.

## 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

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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

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