

## Inspection report for early years provision

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<b>Unique reference number</b>	EY344998
<b>Inspection date</b>	26/03/2009
<b>Inspector</b>	Donna Suzanne Lancaster

<b>Type of setting</b>	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.

## **Description of the childminding**

The childminder was registered in November 2006. He works with his wife 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. When working on his own and not responsible for other children, he is registered to care for six children at any one time. He 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 is working towards the National Vocational Qualification at level three in Childcare and Education. He 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. The childminder and his co-worker welcome all children and their families in to the rich, vibrant and inclusive environment they create. Children are treated as individuals, since the childminder has developed a good knowledge of their specific needs through close relationships with children and their parents. He works very effectively in partnership with parents, which enables him to offer individual care to each child. The childminder is very well organised to enable all children to participate in activities. The childminder effectively evaluates his provision to ensure continuous improvement in the service he provides and some excellent steps and procedures are taken to ensure children are kept safe and secure. Children are making very good progress in their learning and development due to the childminder's efforts and their welfare is promoted extremely 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**

The childminder organises his practice very effectively where children benefit from careful planning and regular routines which are flexible to respond to special events, such as snow or opportunities to go out on day trips. 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 childcarers, food hygiene, awareness of child abuse and neglect, introduction to the Early Years Foundation Stage, working in partnership with parents. He is keen to continue developing his knowledge and understanding of childcare issues and is currently working towards the NVQ level 3 in childcare and education.

Comprehensive policies and procedures are shared effectively with parents, implement well which significantly enhance all aspects of children's welfare. The childminder has an excellent knowledge of how to recognise the signs and symptoms of abuse and what action to take should he have concerns. He has a clear knowledge of local procedures and arrangements for safeguarding children are very robust and regularly reviewed. Thus, ensuring children are very well protected.

The organisation of the care services is exemplary in all major respects. Very detailed written risk assessments are in place for all areas of the home and for outings to further promote children's safety.

Parents are provided with very good quality information about the setting including newsletters. Each parent receives a written handbook and completes an 'all about me' booklet for their child. Consequently, the childminder is very clear about children's starting points. He liaises very closely with parents on a daily basis both verbally and through written daily diaries. Children's development files are always available for them to look at and discuss children's progress and achievements. Their feedback is actively encouraged in a variety of ways, including completing written evaluations and appraisals of the provision and completing the blank 'parents comments' page in children's diaries. The childminder highlights activities or areas their child is interested in, which can be further pursued at home. Although the childminder has tried to work with other providers delivering the EYFS, the system is 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 relish the time they spend with the childminder. They are thoroughly challenged and are engaged and interested at all times with a superb range of activities, toys and resources to enhance and stimulate their learning and development in all areas. The environment is vibrant and rich in resources all of which are readily accessible to all children. Displays of children's work, posters and photographs ensure children feel that they belong. This significantly helps to develop children's self-esteem and enables them to flourish with confident and self-assurance.

The childminder ensures that the children's health and well-being needs are extremely well supported through his meticulous approach to promoting children's good health and hygiene practices. For example, he talks about cleaning the work surfaces before preparing food and the reasons why he must do this. In addition, children settle quickly in his care and even very young children quickly learn good self-care skills. For example, after toileting young children know that washing hands is important and the reasons why they do this. Children enjoy delicious and nutritious snacks and meals which are freshly prepared by the childminder. He helps children learn about food and involves them in planting seeds and growing them. They talk about how healthy foods such as strawberries, blackberries and grapes help them to grow 'big and strong' children have good portions and regularly ask for more fruit.

Children's physical development is significantly enhanced by regular opportunities for outdoor play, local walks and trips to local parks and toddler groups. Children enjoy physical play in the garden with a range of suitable ride-on toys and play equipment. The childminder carefully balances each child's needs for exercise, relaxation and sleep in line with their parents' wishes, for example, a young child sleeps happily in the buggy in the lounge where it is quiet. Children's behaviour is exceptional, they are kind and considerate to each other.

Children enjoy a bright, child-friendly, safe and secure environment. They have appropriate and free access to an abundant selection of exciting and stimulating toys and resources. He actively promotes children's understanding of safety issues, for example, he helps children learn how to cross roads safely on their daily walks. Children develop a positive attitude to difference as they freely access an extensive range of resources reflecting our broad society. They begin to understand a little about the cultures of others as cultural celebrations are acknowledged. Children experience a good balance of self-chosen play and adult-led activities. For example, children choose to read books with the childminder, they snuggle up beside and listen attentively to the story. The childminder asks open ended questions whilst reading the story such as 'Can you find where P is hiding, where do you think he has gone, how many can you count?' this encourages children's thinking, language and numeracy skills through fun and play. The Pre-school children are motivated to learn and enjoy playing in the sand and bark trays outside, they bury objects and dig to find them. They use tools such as spades, buckets, rakes and plastic containers to collect and sieve the sand. A Child shows delight and curiosity when the dressing up dress they were wearing had shiny sequins on it. When the sun caught the sequins she slowly moved around the room watching how far she could go as the sun made patterns on the walls and floor

Children are progressing very well towards the early learning goals. The childminder has excellent knowledge of the Early Years Foundation Stage learning and development requirements which means he is confident in helping children learn effectively both indoors and outdoors. High quality planning and organisation ensures that every child enjoys and is suitably challenged by the learning experiences provided. The childminder uses his knowledge of individual children's developmental stages, alongside excellent written observations and assessments, to effectively plan the next steps in their learning. He is committed to striving for

improvement to provide high quality care and education and has a fantastic approach to ongoing training.

## 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