

Inspection report for early years provision

Unique reference number	309961
Inspection date	21/07/2009
Inspector	Andrea, Jane Lockyer
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 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 1994. She lives with her two children in a house in the Forrest Hall area of North Tyneside. Local amenities and public transport systems are within walking distance. The whole of the ground floor areas are used for childminding purposes. Access to the first floor is restricted to the use of the bathroom. There is an enclosed rear garden available for outdoor play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is currently caring for five children, four of whom are in the early years age range. She is a member of the National Childminding Association and receives support and training from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The superbly organised setting and highly skilled childminder mean that children are provided with a wealth of experiences to help them reach their full potential. The childminder ensures that individual children and their families are made extremely welcome, are highly valued and are fully included. Excellent links with parents and local schools provide a valuable resource to ensure that the childminder has an in-depth understanding of children's needs and that they are continually supported. The childminder is fully committed to improving her practice, which ensures outcomes for children are consistently high.

What steps need to be taken to improve provision further?

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

- adding pictorial and written labels to boxes of resources to continue to promote children's independence and choice.

The leadership and management of the early years provision

Rigorous safety procedures followed and implemented by the childminder mean that all children are able to move around freely and safely both in and out of the premises. The childminder achieves a good balance between freedom and setting safe limits, allowing children to learn what they can do and take safe risks. The utmost priority is given to safeguarding children. Regular child protection training and experience means that children are cared for by a childminder who is competent and confident in her role and responsibility in safeguarding children's welfare. Precise, comprehensive paperwork, documentation and written policies are effectively implemented by the childminder, ensuring that high quality care is provided for all children and their families.

Children relish their time in the vibrant and child-orientated setting. The vast array

of well maintained, quality resources, furniture and equipment in the playroom is extremely well organised. This allows children of all ages and capabilities to self-select and extend their own play and learning. Although resources are easily accessible and children know where they are, they are not labelled. Children are able to move freely between the indoors and outdoors and move equipment and resources around to suit their play. Their artwork is valued and attractively displayed giving them a sense of belonging and promoting their self-esteem.

Excellent relationships are maintained with parents and local schools, which results in children's unique needs being consistently well met. A consistent and determined effort to ensure that parents feel valued and able to contribute to their children's learning is highly effective. Parents' views about their children's needs, interests and starting points are actively sought before the child starts. This provides the childminder with a full picture of how to successfully meet individual children's needs. Parents are encouraged to be involved in planning children's next steps and contributing to children's developmental diaries. They are provided with a wealth of information including copies of all written policies and procedures. This keeps them extremely well informed about all aspects of the childminding practice, the Early Years Foundation Stage and the care, welfare and learning of their children. Written statements from parents indicate they are extremely happy with the care their children are receiving.

The childminder's evaluation of her practice is meticulous and leads to significant improvements in the quality of care that is provided for all children. She attends a wide variety of training courses and researches the internet for challenging and interesting activities and to keep herself updated with childcare issues. Information from parents questionnaires is used to make any improvements, and simple questionnaires have been introduced for children both pictorial and written so that all children are able to voice their views and opinions. The childminder successfully prioritises targets for future improvements and how they will impact on outcomes for children. Recommendations from the previous inspection have been successfully met.

The quality and standards of the early years provision

Children are extremely well supported in their learning through the childminder's excellent knowledge of how to successfully implement the Early Years Foundation Stage. Because of this all children are making rapid progress towards the early learning goals. Robust systems are used to plan, observe and assess children's learning and progress, giving the childminder an extremely clear picture of how she will move them forward to the next steps on their learning journey. Children's interests are at the forefront of planning and many activities are directly developed from what children have shown an interest in. Plans are flexible and are developed to ensure that all children receive enjoyable, challenging experiences to help them reach their full potential.

All children have a wonderful time at the childminder's. They are highly motivated to learn as they play because the childminder inspires them with her own enthusiasm. They have lovely relationships with each other and the childminder

and demonstrate high levels of confidence, self-esteem and trust. Older children spontaneously help younger children and show affection and care towards each other. They laugh and sing as they play and clearly enjoy the childminder's company.

Children's learning is significantly enhanced because of the huge range of rich, varied and imaginative activities they engage in which cover all areas of learning. For example, painting designs on crockery; exploring insects as they go bug hunting with magnifying glasses; exploring a wealth of natural materials; scattering wild flower seeds and planting herbs in the garden; and using the laptop computer to complete simple programs. All the children thoroughly enjoy the vast arts and crafts activities, where they use a wide variety of media, tools and textures. Older children are extremely confident communicators. They enjoy conversations, ask questions and share ideas as they engage in role play as 'doctors' to make the childminder 'feel better'. Younger children happily chatter to themselves and repeat words encouraged by the childminder. The childminder demonstrates a high level of awareness of how to sensitively and effectively support children's learning through everyday experiences and as they play and investigate. Mathematical concepts and communication skills are successfully promoted throughout the day in a variety of situations. 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 celebrating different cultural festivals. Children enjoy an excellent range of well planned, stimulating activities, which actively contributes to their interest in the wider world and local community. For example, they visit local allotments and collect food for salads, select books from the library and visit farms, museums and art galleries. They go to local markets and shops and handle money to buy food and learn about the natural environment and wildlife as they visit parks and wildfowl centres. They have plenty of opportunities to socialise with other children through toddler groups, soft play and visits to the local sports centre.

Highly successful activities and experiences help children to learn how to stay safe and enjoy a healthy lifestyle. They enjoy a wide range of healthy well balanced snacks, which they help to prepare and buy foods for. They bake homemade bread and pizzas and make fruit smoothies. All children are encouraged to make healthy choices and taste a wide variety of different foods and textures. Children help to wash up, clean tables and wash toys. They all follow consistent daily routines for hand washing and are given reasons why this is important. They clean their teeth at the childminder's and oral hygiene is supported by books and discussions. Fire drills are carried out with the children and pictures of hands are placed within the setting which the children follow to evacuate the premises; older children learn a fire evacuation poem. The childminder talks to children about what to do if they get lost and how to dial 999 for an emergency. They have met community police at the local library to learn about their role and the childminder talks to them about 'stranger danger'. All children learn to cross roads safely and to play with equipment in a safe manner. Books and sensitive discussions with children help them to learn about how to protect themselves from unwanted 'touching'. Exciting and interesting games both indoors and outdoors significantly contribute to children's enjoyment of exercise and the importance of being active.

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

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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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