

## Inspection report for early years provision

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| <b>Unique reference number</b> | 321657      |
| <b>Inspection date</b>         | 06/07/2009  |
| <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 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 1995. She lives with her husband and two adult children in the Throston Grange area of Hartlepool. The premises is situated close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. Children have access to a rear garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care before and after school. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder holds an NVQ level 3 qualification and is a member of the National Childminding Association and the local childminding support group. She attends toddler groups on a regular basis.

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

Overall the quality of the provision is outstanding. Children are very secure in their surroundings and thoroughly enjoy their time with the childminder. The childminder promotes inclusive practice, recognising the uniqueness of all the children and building warm and trusting relationships where they feel happy and secure, leaving parents confidently to explore their play and learning. The childminder works well in partnership with parents and carers and other providers, such as school and nursery, to ensure children are getting the support they require. The childminder is highly committed to improving her practice, which she does through training and research materials.

## **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 promote children's independence in accessing toys and resources.

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

The childminder is highly professional in her attitude to childminding and strives to offer a very high standard of care and education to the children she minds. She strives for improvement through ongoing professional development, such as completing and NVQ level 3 in childcare and through effective delivery of all requirements of the Early Years Foundation Stage. Children thrive on interesting and stimulating activities and benefit from a well balanced curriculum and a wealth

of well organised resources most of which are easily accessible for their independent access. The childminder ensures children's interests are followed and continually consults children about their play and what they would like to do. The childminder undertakes regular observations and uses these, along with photographs and a sample of children's work, to record progress. These observations are clearly linked to the six areas of learning and the childminder identifies next steps, which ensure children make excellent progress in their learning. Self-evaluation highlights strengths and planned improvements and regular evaluation ensures the service meets the individual needs of children.

Children benefit from the childminder forging secure links with parents and other key persons to effectively share information. Parents benefit from a wealth of written information outlining the childminder's work practice and regular newsletters, ensure they are fully aware of the service offered and any events and learning themes. Daily childminder and parent contact books as well as daily discussions enables parents to have a good insight into their child's time at the setting. Parents are also consulted regularly through questionnaires about the service to ensure it continually meets the needs of the children and the childminder actively seeks their views for improvements. The childminder ensures she is fully aware of children's individual requirements, skills and capabilities, gathering important information about children's starting points.

Effective policies and procedures have been developed and the childminder follows these to ensure children are safeguarded. For example, she keeps children under very close supervision at all times and all adults in the household have been vetted to ensure they are suitable. Children are safeguarded in this setting because the childminder has a very good understanding of child protection procedures and signs and symptoms of abuse. Fire evacuation is practised on a regular basis ensuring children are aware of swift and safe exit procedures from the home and comprehensive risk assessments are completed to maintain safety in the home, garden and on outings.

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

Children are very happy and relaxed in the care of the childminder, confidently arriving and ready to join in play. They build secure and trusting relationships with the childminder and enjoy her involvement in activities and close contact, such as cuddles. The environment promotes excellent learning and development opportunities as the childminder provides a wealth of well organised play resources most of which can be easily accessed, therefore, promoting self-choice and responsibility. Any personal interests are fostered which has a positive impact on children feeling important and valued. To complement the play resources in the setting or to follow current interests the childminder also makes very good use of the local library. The childminder has an excellent understanding of the Early Years Foundation Stage and how children learn. Children delight in looking through their learning journeys at the photographs and examples of their work, recalling things they have done. They feel valued and their self-esteem promoted as the childminder prominently displays their work for all to see. The childminder is fully aware that children learn at different stages and that some have very short

attention spans, therefore she continually changes the activities to keep them stimulated. All children are valued and respected as individuals. The childminder has realistic expectations of children's behaviour and effectively implements a range of extremely good strategies which promote positive behaviour. Children show care and concern for each other and behave extremely well.

Children are very sociable and develop strong relationships with the childminder and other children in the home. They laugh and giggle together as they play peek-a-boo and share resources exceptionally well. Children respond to the childminder in a positive manner, for example, helping to pick things up from the floor when asked. The childminder interacts exceptionally well with the children, asking open-ended questions to make children think and gives time to young children to work things out for themselves. For example, as the children play with plastic building bricks building a tower, they realise it will not balance, so the childminder asks them to think about what could do to make it stand by itself. Children count at every opportunity, they count the cars as they make a line with them, use fingers to represent numbers when they sing rhymes and weigh and measure ingredients when cooking. They are starting to understand mathematical concepts as they talk about things that are big, small, tall and short. Children access a selection of toys that reflect diversity; they often dress up and celebrate festivals, and talk about visiting the local Mosque and dressing up in sari's. They grow seeds and plants and take part in a wide range of cooking activities, such as making jelly, pizza's cakes and fruit kebabs. Children's physical development is well promoted as they play with toys in the garden, and they develop use of large muscles when visiting indoor soft play areas, play parks and toddler groups. Children have opportunities to explore as they visit the Discovery Museum by train, use nets to fish, gather leaves and conkers and feed the ducks at the local park.

Excellent procedures promote being healthy, with children having posters and being aware of why it is important to wash hands regularly. The use of individual towels prevents the spread of infection. Children learn how to stay safe as the childminder talks to them about safety issues and children confidently tell the inspector how to cross roads safely.

## 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

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|---|---|
| <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

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|---|---|
| <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**

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| 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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