

## Inspection report for early years provision

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<b>Unique reference number</b>	EY291887
<b>Inspection date</b>	18/06/2009
<b>Inspector</b>	Vivienne Dempsey
<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 August 2004. She lives with her husband and son aged 10 years. The property is situated in a residential area of Hartlepool. The whole of the ground floor of the childminder's house is used for childminding, plus one bedroom and the bathroom on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for six children at any one time and is currently minding 12 children in the early years age group, all of whom attend on a part-time basis. The childminder is registered to provide overnight care for one child but there are currently no children on roll receiving overnight care. The childminder regularly works with another childminder.

The childminder is a member of the National Childminding Association and works closely with local authority advisors.

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

Overall the quality of the provision is outstanding. All children are fully included and their individual care and learning needs are extremely well met. The childminder has developed exceptional partnerships with parents to ensure continuity of care and to keep them fully informed of their children's development and progress. She has an excellent understanding of the Early Years Foundation Stage (EYFS) requirements and implements them successfully to promote outcomes for all children. The childminder works closely with her co-childminder to develop the provision provided and recognises the value of continuous improvement.

## **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 transition from home to the setting to further enhance children's learning and development.

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

The childminder and co-childminder provide a very happy, stimulating and welcoming environment, in which children's welfare is successfully promoted. An extensive range of policies and procedures is in place to help protect children's safety, which are available to parents, keeping them informed of the service provided. The required records are maintained and stored appropriately for the safe and efficient management of the setting. The childminder has highly effective systems in place to monitor the provision. Her evaluation of the service is insightful

and rigorous and she has taken active steps to involve the parents, children and her co-childminder in the process. Her keen and proactive approach ensures outcomes for children are extremely well promoted.

Excellent links have been developed with parents and partners. This enables the childminder to share a wide range of information with the parents, keeping them informed of the provision provided. For example, newsletters are given to parents regularly to inform them of activities children will be taking part in. All parents receive a 'parent pack' on registration and children's development journals are shared with parents on a regular basis, which helps to keep parents informed of children's progress towards the early learning goals. Home visits are also completed for most children before they attend the setting, giving children the opportunity to meet the childminder in their home setting. Transition links with home and local nurseries are already very well established, which ensures all children's care, learning and development needs are very well met. However, the childminder is currently working with her co-childminder to develop and enhance the transition process to positively impact on children's continuous learning and development.

Comprehensive risk assessments are in place and the childminder and co-childminder regularly check all areas of the home, garden and outings. This enables the children to move around safely and freely. The childminder attends regular training and has a very good understanding of safeguarding children issues and procedures, which helps to protect children.

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

The childminder has an extremely good understanding of EYFS learning and development requirements. She is fully aware of children's individual needs and interests because she has very good systems in place for observation, assessment and planning. This ensures children make very good progress towards the early learning goals. She actively seeks information from parents regarding children's previous learning and uses this knowledge to provide a stimulating learning environment, which meets the individual learning needs of all children.

Children enjoy taking part in a project about Japan. A interactive display enables children to use crockery and cooking utensils from Japan. Children are able to say some basic words in Japanese, such as hello and goodbye. They confidently use chopsticks to eat their lunch and can name a variety of Japanese landmarks and items of their traditional dress. This helps develop children's understanding of the wider world and a diverse society. An extremely wide range of interesting resources is independently available to children, which they access confidently enabling them to make choices and decisions about what they do. The children respond well to the childminder's enthusiasm and motivation and clearly enjoy their learning.

Babies enjoy investigating and exploring a range of household and natural objects, helping to develop their natural exploratory impulses. Children are secure in the setting and have developed very good relationships with the childminders and their

peers. They eagerly join in setting the table for lunch and talk confidently about the place mats they have made. Pre-school children have a good understanding of the need for hygiene, 'to get the germs off' and are able to manage their own personal hygiene with confidence. This helps to develop their self-care skills. The childminder has a very good knowledge of nutrition and plans a varied menu for children, which is both appetising and healthy. Children have fun helping to prepare their snack and talk about a range of healthy foods.

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