

Inspection report for early years provision

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| Unique reference number | EY296545 |
| Inspection date | 18/06/2009 |
| Inspector | Vivienne Dempsey |
| 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 was registered in 2004. She works alongside her co-minder at the co-minder's address. She has one daughter aged four years. The co-minder 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 co-minder's house is used for childminding, as well as 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 five 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. She is registered on the Early Years Register and both parts of the Childcare Register. 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. The childminder works successfully with her co-minder to ensure all children are fully included within the setting. Excellent links have been developed with parents to ensure the childminder meets all children's needs extremely well. The childminder has a very good understanding of the Early Years Foundation Stage (EYFS) requirements and children's development journals record their progress towards the early learning goals. The childminder works closely with her co-minder to ensure continuous improvement and has a proactive attitude to develop the provision provided.

What steps need to be taken to improve provision further?

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

- continuing 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

Children are safeguarded as the childminder has a very good understanding of safeguarding issues and who to contact with any concerns. The childminder works closely with her co-minder to ensure all areas of the home are safe for children to play in. Comprehensive risk assessments on all areas of the home, garden and outings are in place and these are reviewed regularly. The childminder has an emergency evacuation procedure in place and also carries out regular fire drills. This further enhances the safety of children.

The childminder has an extremely close relationship with parents, building excellent partnerships to ensure very good communication links. A vast range of

practical information is collected through the children's records, and daily two-way sharing of information keeps parents fully informed of their children's progress and ensures their needs are met extremely well. 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-minder to develop and enhance the transition process to positively impact on children's continuous learning and development.

The childminder recognises the importance of evaluating the provision provided. She attends regular training and works closely with her co-minder to effectively identify areas for development. Robust systems are in place for self-evaluation. The views of parents, children and local authority advisors are actively sought to help develop the provision and outcomes for children. All required records, policies and procedures for the safe and efficient management of the setting are up-to-date and fully maintained. All children are fully included in the setting and the childminder and co-minder work with other agencies to ensure all the needs of all children are met.

The quality and standards of the early years provision

Children are very happy and secure with the childminder and are eager to explore the varied and stimulating learning environment. They enjoy an excellent range of resources and can access these independently with ease and confidence. The childminder knows children well and responds to their individual routines very well, for example, recognising when they become tired. She has a very good understanding of the six areas of learning and interacts with the children very well. Very good systems are in place to observe and assess children's learning and development. The childminder works closely with her co-minder to use observations to plan for the next steps in children's learning and children are making very good progress towards the early learning goals.

Children enjoy taking part in a project about Japan. An 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. 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.

Children have independent access to the garden, giving them freedom to explore, use their senses and be physically active and exuberant. They enjoy the fresh air,

and being outdoors gives them first-hand contact with weather, seasons and the natural world. Children enjoy pegging dolls' clothes onto a low washing line, helping to develop their manipulative skills. They are encouraged to develop their knowledge and understanding of the world as they have planted a variety of seeds. They confidently discuss that the seeds need water and sunshine for them to grow. Children learn about personal hygiene and develop healthy eating habits. They join in with healthy food tasting sessions and talk about foods that are good for you.

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

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| 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

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| 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

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| 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

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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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