

Inspection report for early years provision

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Inspector	Andrea, Jane Lockyer
Type of setting	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.

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Description of the childminding

The childminder has been registered since 1993. She lives with her husband and three children in a house in the Whitley Bay area of North Tyneside. Local amenities and public transport systems are within walking distance. The whole of the ground floor area is used for childminding purposes, children do not access the first floor. There is an enclosed garden for 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 seven children, five of whom are in the early years age range. The childminder is a member of the National Childminding Association, and receives support and training opportunities from the local authority. She holds a recognised childcare qualification at National Vocational Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an extremely safe, child-orientated welcoming environment, in which all children and their families feel highly valued, fully included and secure. Excellent relationships with parents ensure they are provided with extensive information, and that children's individual needs are met exceedingly well. Children's learning and development is significantly enhanced due to the childminder's excellent knowledge of the Early Years Foundation Stage (EYFS). The childminder is highly effective in her evaluation and monitoring of her practice, and committed to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- consider involving parents in their children's assessment arrangements by inviting them to contribute to their children's learning journey files.

The effectiveness of leadership and management of the early years provision

All documentation, including an extensive range of detailed and well written policies and procedures, effectively promotes children's health, safety and welfare and ensures children's individual needs are met extremely well. The utmost priority is given to children's safety both in and out of the premises. Robust safety checks, equipment and high levels of supervision ensure that children remain safe and feel secure, whilst they explore their environments. The childminder achieves a good balance between freedom and safe limits allowing children to explore and take safe risks. Children are extremely well protected from possible abuse or neglect, because the childminder is secure in her knowledge of child protection issues and

procedures, in line with the Local Safeguarding Children Board's guidelines. Comprehensive policies and procedures keep parents informed of the childminder's role and responsibility with regard to child protection. The premises are extremely safe and secure, and the addition of confidential passwords between the childminder and parents ensures the safe collection of children.

Children are extremely well supported by the extensive range of resources which include toys, equipment and furniture to meet their needs. They are able to self-select from exceptionally well organised, good quality resources in both the indoor and outdoor areas. This means they develop high levels of independence, learn to make choices about the toys they wish to play with, and are encouraged to get plenty of fresh air to promote their good health.

Excellent relationships with parents contribute significantly to children's wellbeing. They share their knowledge of the children to ensure that all children's needs are met as fully as possible. Meticulous records are kept on all children, which ensures the childminder has detailed information to enable her to continue to meet the needs of the children she is caring for. Parents are provided with a wealth of information which includes copies of the EYFS pack. This ensures they are kept exceptionally well informed about all aspects of the childminding practice, and the care, welfare and progress of their children. Regular newsletters and general childcare information keep parents updated and informed of interesting childcare topics. Although children's 'Learning Journey' files are shared with parents, they have not been invited to contribute to the observation and assessment process. Written comments from parents confirm that they are extremely happy with the care provided, and they value the support from the childminder. Effective links made at local schools that children attend enable the childminder and teachers to share their information about the children, which actively contributes to children's continued welfare and learning.

The childminder is fully committed to continual improvement. She uses a variety of highly effective systems to continually monitor and evaluate her provision, such as, the National Childminding Association 'Quality First Scheme', and she completes weekly evaluation forms to assess what has worked well and what needs improving. Parents and children's views and opinions are actively sought through the use of questioners and evaluation sheets. Which are used to contribute to the evaluation process, and help parents and children feel valued and included. The childminder has a clear vision for future improvement and has made a number of improvements since her last inspection. For example, she has provided children with a variety of resources to improve their ICT skills, and re-assessed how she carries out observations and assessments to improve outcomes for children. She has also attend a wide variety of training courses and workshops to extend her personal skills and development for the benefit of children.

The quality and standards of the early years provision and outcomes for children

Children relish their time with the childminder. She plans exceptionally well to provide them with well planned and child initiated, worthwhile activities that

stimulate their interest in learning and exploration across all areas. Children are making rapid progress through the early learning goals, because the childminder has an excellent understanding of how to successfully implement the EYFS. She uses her excellent knowledge of individual children's developmental stages, alongside highly comprehensive written and photographic observations and assessments, to effectively plan the next steps in their learning.

All children engage eagerly in an extensive range of stimulating and enjoyable activities, such as exploring natural objects, creating collages and designs using a variety of different textured materials, planting and caring for seeds, going on insect hunts in the dark with torches, engaging in role play, playing musical instruments and visiting the library to select their own books.

Children have vast opportunities to develop their communication skills. The childminder sensitively encourages them to ask for what they want, she constantly talks to children as they play and eat together. Meal times are very social occasions, children are actively encouraged to express their views and opinions about what they are eating and are engaged in conversation all the time. They are encouraged to talk about what they are doing, their interests and what they are going to do at school or home. The childminder takes time to listen to children and answer their questions. Helping them to feel valued and supported. She skilfully incorporates mathematical concepts into everyday situations, for example, as children choose their own cup for a drink the childminder encourages them to select either a big or small cup, asks what colour it is and can they match the right coloured top for it. They make patterns in the sand on the beach, weigh and measure baking ingredients, use rulers as they draw and learn what items float and sink as they play with water. Children express themselves as they dress up, play musical instruments and act out role play scenarios in the play house. They thoroughly enjoy exploring natural materials that they collect from parks, woods and the beach and exploring their natural environment. They take part in an abundance of creative activities, such as model making, painting, printing and drawing using an extensive range of materials. The childminder's confident approach to equal opportunities actively contributes to children's positive attitudes to the wider community. For example, the children use a wealth of resources in their everyday play to develop their understanding of different cultures, disabilities, and gender. The childminder engages children in conversation about valuing differences and respecting one another, and they learn about different cultural festivals. Children recently took part in a sponsored walk to raise funds for charity, which raised their awareness of the need to help others. They enjoy visits to places of interest to inspire their learning such as, museums, farms and the coast and socialise with others at toddler groups.

All children are respected and valued as individuals. The childminder encourages children to develop positive relationships with each other, and respect one another's feelings. Children's behaviour is managed exceedingly well by the childminder. She recognises and praises their achievements, and gives them 'happy flower badges to wear' and certificates for positive behaviour. Because of this all children are extremely confident and self-assured.

Children enjoy a wealth of experiences that actively help them to learn about a

healthy lifestyle and how to keep themselves safe. For example, they help to buy fresh produce, grow their own carrots and tomatoes, play healthy eating games and help prepare their own healthy snacks. They make choices from the lovely home-made nutritious meals and snacks, which introduce them to a wealth of different tastes and textures, and access their own drinks through the day. Children are encouraged to use napkins when they eat, wipe their own faces after meals and follow consistent daily routines for hand washing, which help them to become increasingly independent with their own health needs. They enjoy helping the childminder to clean and wash toys and wipe tables before and after meals. Children learn to cross roads safely, carry out fire drills and know the importance of wearing restraints in the car. The childminder encourages children to risk assess outings, she does this through providing a picture of the place they are visiting and asking the children to identify possible hazards. They talk sensitively about the danger of the strangers, and who to talk to if they don't feel safe. Children thoroughly enjoyed visiting a fire engine to explore and talking to fire-fighters when they visited the childminder. As children draw pictures of fireworks the childminder talks to them about safety when around fireworks or visiting a bonfire celebration.

Children enjoy an excellent range of well planned, stimulating activities, which actively contributes to their physical skills and enjoyment of the fresh air. Each day there are interesting outdoor and indoor activities which help them to enjoy being active. For example, planting flowers and vegetables in the garden, going on nature trails in the parks, using swings, slides and climbing apparatus in the parks and playing a wide selection of garden games.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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