

Inspection report for early years provision

Unique reference number	310136
Inspection date	29/07/2009
Inspector	Jayne Utting
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 1988. She lives in Whitley Bay. The whole of her home is used for childminding purposes. There is a fully enclosed rear garden for supervised outdoor play.

There are currently four children attending who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to children aged over five years. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder is an excellent role model who places the children's happiness and well-being at the heart of all she does. In doing so, the children learn to value and respect themselves, other people and the world in which they live. Committed to an ethos of reflective practice and continuous improvement, the childminder has developed an excellent system for self-evaluation which reflects both her assessment of her provision, as well as the views of parents and 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:

- further develop effective systems for observations and assessment to clearly identify the next steps on each child's learning journey.

The leadership and management of the early years provision

The childminder has an extremely positive attitude towards her career and puts the maximum effort into the provision. This is reflected in her commitment to ongoing personal development which in turn contributes to the very high standard of care provided. A recent child protection course, for example, has further raised her very good awareness of issues of abuse and neglect. This helps her to protect the children from danger and damaging influences.

Comprehensive, thorough and evaluative, the childminder's self-evaluation processes take into account the views of parents and children, providing an accurate assessment of her strengths and areas for improvement. This process links directly into the childminder's ongoing planning, ensuring any steps taken by her are well targeted, bringing about continuous improvement to the quality of provision for all children.

Relationships with parents are promoted and developed extremely well. Prospective parents receive a copy of the policies, procedures and documentation used by the childminder, and sign to say they have read and understood them. Detailed and informative information is collected from parents prior to their child starting and parents are able to participate fully in the exchange of information necessary for their child's ongoing care. Parents are extremely complimentary about the childminder, describing her ability to 'enrich children's lives' as a key strength of the provision. Many parents have used the childminder over a number of years, further testament to the very high standard of care provided. In addition, the childminder has formed extremely close working relationships with local schools and other professionals in the area, ensuring the efficient exchange of relevant information about individual children.

The childminder has worked hard to develop an extensive and detailed range of policies and procedures, including child protection, complaints, behaviour management and equal opportunities. She uses these to inform practice and protect the welfare of the children she cares for. There are well maintained systems in place to record attendance, as well as effective recording systems for the administration of medication, accidents and allergies. These are all meticulously kept and monitored. All confidential information is stored appropriately.

The quality and standards of the early years provision

The childminder demonstrates a thorough understanding of the Early Years Foundation Stage (EYFS) and child development. This combined with detailed observations and assessments, ensures children are making good progress in all areas. She uses her invaluable knowledge of each child to ensure that all activities are presented in such a way as to best suit individual needs and abilities. Such consistent and sensitive support enables all children to develop at their own pace and discover their potential. The childminder also spends time recording children's interests and these are incorporated into planning ensuring the provision of a personalised learning journey. Whilst the childminder has begun to identify some next steps for individual children, she has yet to build on this information to plan specific learning experiences for each child.

Children's individual needs are exceptionally well met as the childminder is clearly aware of their individual likes and personalities. Children have formed excellent relationships with the childminder, for example, they seek comfort when they need reassurance and receive lots of warm, natural cuddles, affection and verbal praise which helps them to feel secure. The childminder is an exceptional role model to the children, who are learning from her the merits of patience, kindness and being fair. The childminder ensures that she supports, praises and encourages children at every opportunity, thereby developing their self-esteem, confidence and sense of belonging.

Children enjoy a broad range of fun activities which contribute to their imaginative, physical, creative and language skills, such as role play, drawing, construction,

garden games, arts and crafts and dance. For example, children love to play hairdressers, using a variety of real world props to support this play including brushes, hair dryers and rollers. Children pretend to answer the phone and make appointments, thereby developing their communication skills at the same time. Excellent priority is given to outdoor physical activity. The children take part in highly enjoyable games that boost their fitness and develop hand eye coordination, for example, they love to play with the hula hoops, ride on small cars and play with the colourful ladybird spirals in the outside area. This teaches the children that exercise is fun and benefits their overall physical development. In addition, the childminder ensures the provision of healthy snacks and delicious home cooked meals, as well as excellent hygiene procedures such as washing hands before eating and after visiting the bathroom. As a result children are learning to make healthy lifestyle choices.

Children have ample opportunities to socialise with each other and their peers through visits to local drop-in groups and trips to places of interest such as the beach and local parks. They enjoy taking part in activities together at the childminder's home such as playing in the big bowl of green coloured water with a variety of measuring cups and water wheels. These opportunities allow children to develop skills, such as cooperation and turn-taking, enabling them to function successfully as part of a group.

Children have access to a wide range of information and technology equipment and interactive toys. They practise their typing skills on the laptop and enjoy watching a slideshow of photographs depicting their happy memories at the childminders, eagerly recalling the different activities and adventures which they have shared together. Clearly confident in their use of this equipment, children use the mouse independently with precision and accuracy, and successfully close down the computer after use. Children behave extremely well, with older children supporting the younger ones, helping them to tidy up and tying their aprons ready for lunch. This sets an excellent example to the younger children. Books are displayed in such a way as to facilitate free access to them and children often come and choose one, sitting on the comfy seat to read them. This combined with regular story sessions helps to develop children's appreciation of literature, whilst developing their reading skills.

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?	2
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?	2
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?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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