

Inspection report for early years provision

Unique reference number	311636
Inspection date	22/07/2009
Inspector	Julie Morrison
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 1989. She lives with her partner in Sunnyside, Gateshead. The family also has a pet cat and dog. The whole of the ground floor is used for childminding and there is 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 three children in this age group. She also offers care to children aged five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder cares for children on week days from 08.00 to 18.00 for 48 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children are very warmly welcomed into an extremely friendly and child-orientated home. Excellent procedures are in place for the childminder to observe individual children and gather information from parents in order to meet their specific needs. There is an overriding commitment to inclusion which is evident throughout the childminder's practice. This includes an extremely positive attitude towards attending further training and liaising closely with other providers to ensure that all specific needs can be met. The childminder has a very good understanding of the Early Years Foundation Stage (EYFS) framework and child development, which she uses in practice extremely well; this means that children's welfare, learning and development are very highly promoted. Her systems for self-evaluation and reflective practice are extremely effective. As a result, her capacity for continuous improvement of the already high quality care is excellent.

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 the risk assessment to cover anything with which a child may come into contact.

The leadership and management of the early years provision

The childminder organises her provision exceptionally well. A comprehensive range of policies and procedures are in place, updated regularly and used by the childminder to ensure that children's welfare is very effectively safeguarded and promoted. Well maintained systems are in place to record children's details, accidents and medication. These are meticulously stored to promote confidentiality and ensure that the childminder is fully aware of all individual needs. Children's

safety at the setting is given utmost priority. The childminder has attended safeguarding training and demonstrates a thorough understanding of associated issues and procedures to follow should she have any concerns. A detailed record of risk assessments is in place, resulting in the chance of accidental injury being clearly reduced. However, these do not fully cover all areas. This has only a slight negative impact as the childminder has highly effective procedures in place to ensure that the space remains safe on a day to day basis. This includes older children carrying out their own daily checks of all areas. Consequently, children are very well protected.

Excellent links have been established with parents and other providers of the EYFS, collecting and sharing information about the children and valuing their contributions as partners in their learning and development. The childminder speaks to parents on a daily basis and shares indepth developmental files to ensure they have a comprehensive understanding of their children's learning and development. Any developmental needs are addressed effectively and fully include parents, for example, sending scissors and activities home to enable parents to continue to build upon children's learning and skills development. Committed to inclusion, the childminder demonstrates an extremely positive and proactive approach to working closely with other providers and organisations to support children's individual needs. For example, meeting with local inclusion officers to further develop her understanding of issues surround learning difficulties and disabilities.

The childminder demonstrates an extremely positive attitude towards her career and is truly passionate about providing high quality childcare. This is reflected in her commitment to ongoing training which in turn contributes to the very high standard of care and learning provided. Feedback from parents and children is encouraged through a variety of ways, for example, questionnaires and suggestion boxes. Parents speak very highly of the care and learning she provides and children report that they, 'love coming here because there is so much to do'. This is successfully complemented by the childminder's extremely proactive involvement with her local early years worker to identify action plans to support her further development.

The quality and standards of the early years provision

The childminder has worked extremely hard to develop her understanding of the learning and development requirements of the EYFS. She provides a varied and stimulating range of activities which cover all areas of learning and takes into account the needs of the individual children. Extensive individual files include robust systems to record information about children's starting points and this is combined with purposeful ongoing assessment. These are used very effectively to identify children's ongoing learning priorities and inform future planning. As a result, children are making excellent progress towards the early learning goals. The learning environment has been thoughtfully planned to ensure that children play and learn in a stimulating and fun space. The setting is totally dedicated to childcare and ensures that children have space to move around freely and independently. Informative posters and examples of the children's work are clearly

displayed along with low level storage of the very wide range of resources to ensure children can make choices about their learning and play.

Children have clearly formed secure relationships with the childminder and their peers. They all play well together and the childminder encourages older children to support younger children in their learning and their play. Older children relish in this, taking time to support them as they build train tracks and showing them how to safely prepare fruit for snack time. This is combined with an excellent example set by the childminder and robust procedures for behaviour management, allowing older children time to think about the consequences of their actions and effectively using distraction and discussion with younger children; this helps children to begin to learn right from wrong. Children have a huge array of creative opportunities provided that clearly develops their self-expression, coordination and imagination. These include painting, gluing, baking and dressing up. The children excitedly plan a play they intend to put on later that day. They write a script and make puppets and a stage. The childminder supports young children in making popcorn for the audience ensuring that all children are included in the activity. Everyday routines are used to best effect in order to encourage counting and the use of mathematical language. For example, the childminder encourages children to count how many pieces of banana they have and asks if they can make the train track longer or shorter. In addition, children are provided with good opportunities to learn about the world around them, for example, celebrating a wide range of festivals, trips to the railways and going for walks to the local library. Actively encouraged to be independent learners, the childminder fully promotes children's development of skills to support their future economic well-being.

Children flourish as they access exciting opportunities for physical play, including making obstacle courses, visits to climbing walls and rolling down hills. Parents provide packed lunches for the children and the childminder implements highly effective procedures for storage. Children have their own fridge, including a low level fridge which stores drinks for them to access independently. They are also involved in checking the fridge daily to ensure that it remains at the correct temperature. Discussion about healthy eating as they prepare a fruit platter for snack further promotes children's awareness of good health. For example, they comment that healthy food, 'makes you good and strong'. The childminder is committed to helping children to develop an excellent awareness of how to stay safe. This is achieved as she gently reminds them to tidy up so that they do not fall and hurt themselves and by planned activities, such as practising fire drills. Fully promoting the inclusion of all children, the childminder delegates the role of organising fire drills to the older children. For example, they support the younger children to make their way to the exits and demonstrate the 'drop and roll' procedure to them. They follow this up by making certificates of achievement for the younger children. Such activities, not only support the young children's learning about how to keep themselves safe but also provides older children with a sense of responsibility. Children are extremely happy and settled in the childminder's care.

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?	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

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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