

Inspection report for early years provision

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Inspection date	03/11/2009
Inspector	Shirley Peart
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 established since 1988. The provision is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She lives in Crawcrook, which is situated in the west of Gateshead the home is close to local shops and schools. She lives with her husband and adult daughter, her husband occasionally acts as her assistant. The ground floor of the home is used for childminding, which includes a downstairs toilet. There is an enclosed rear yard for outside play.

The childminder is registered to take a maximum of six children. There are currently four children attending who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to three children aged between five and eight years, and two children aged over eight. All attend on a part-time basis.

She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children progress extremely well and make strides in their learning and development, as the childminder has an excellent understanding of the six areas of learning within the EYFS framework. She treats each child as a unique individual and provides a welcoming, fully inclusive environment for children and their families. The capacity to improve the provision further is exceptional, as the childminder is not complacent and reflects on her practice effectively. She works extremely well with the parents ensuring that children's welfare and well-being are highly promoted.

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 look for ways to improve and reflect on the good practice already in place.

The effectiveness of leadership and management of the early years provision

All adults living in the household have undertaken the necessary suitability checks. The childminder understands her responsibilities in dealing with any child protection concerns and in managing any complaints. All documentation regarding accidents, incidents, medication administration, children's details and consent from parents is fully completed and highly organised. She has a range of written policies

and excellent risk assessments, which are personal to her provision and relate to particular areas of her home, specific outings and the children involved so that they are effectively safeguarded. Although the childminder already provides excellent care and learning opportunities for the children, she is not complacent and has identified her strengths and areas for development by using the Ofsted self-evaluation form effectively. She has also addressed the one recommendation from the last inspection.

The childminder has completed an abundance of training since her last inspection, which shows that she is a dedicated, conscientious childminder who keeps herself well up-to-date with current child care practice. She promotes equality and diversity very well, as she helps the children gain an insight into differences by making available an excellent range of resources including toys, figures and books, which are easily accessible. She provides a fully inclusive environment where all children are treated as individuals, she is well aware that children have different learning styles, develop at different paces and have varying needs and abilities. She takes positive steps to ensure that resources and the environment are fully sustainable. For example, children made a giant dragon for Chinese New Year out of large boxes and materials, and smaller plastic and cardboard containers are used to make money boxes, which helps children to understand that used materials can be recycled.

The childminder has good relationships with a close network of other childminder's who get together to share ideas, activities and resources, which benefits the children's enjoyment and achievement extremely well. There are currently no children attending who receive education and care in more than one setting. However, the childminder shows a good knowledge of how to share relevant information with other practitioners to ensure continuity and coherence. Parents are extremely pleased with the care that she offers, which is reflected in the highly positive references and comments include, 'She is warm, caring and loving' and 'She is a fantastic childminder.' Parents receive lots of very good written information such as her aims, policies and procedures and children's learning journey files are taken home regularly. They share verbal information on a daily basis so that individual care is provided to meet children's welfare needs and routines, therefore they settle extremely well with her.

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

The childminder is well aware of the EYFS framework and puts this into practice extremely well. Children's development files and photographs go back over a number of years, indicating that the childminder has always monitored their progress and achievements. She records very good observations, plans effectively for the next steps in their learning and follows through activities with the children extremely well. She knows what they enjoy doing, what they are good at and where they need support. She provides a stimulating, enriched environment and is highly involved in their play and learning. She buys further resources to aid children's particular learning and development needs, which provides a very good foundation for them to achieve and enjoy their learning successfully.

Children participate in an excellent range of adult-led and child initiated activities, which ensures that they enjoy challenging and enjoyable experiences while they are with her. She has a flexible structure and often devises specific activities that follow children's interests or she plans activities around themes, which works extremely well. For example, as children love to be outdoors they all participated in a pretend camping trip, they put up tents used torches and had a barbeque. Themes succeed very well as these are exciting and interesting for the children. She uses the six areas of learning as a basis for her planning, so that children clearly enjoy meaningful activities that help them to make excellent progress. For example, during the current 'jungle' theme children bake a fruit crumble in the shape of a lions face and mane, they draw their own imaginary pictures of animals and they make a snake out of paper shapes, numbers and collage items. Activities such as this ensure that children develop future life skills and their development in literacy, number, counting, shape, sequencing, measure and knowledge and understanding of the world are highly promoted. She sometimes plans activities with another childminder, such as a very well organised Halloween party and during school and nursery holidays children participate in daily outings to parks, beaches and organised fun days, which assists them to socialize, think about others and have lots of fun.

Children's behaviour is excellent and the childminder encourages them to think of others. For example, they talk about why they need to make a big enough fruit crumble so that there is plenty for the other children, which helps them to make a positive contribution. Children clearly enjoy being with the childminder, they are comfortable in her care and approach her easily. Strong bonds and close relationships have developed as they sit on her knee happily to listen to a story, therefore children feel safe and secure. Children gain a very good understanding of staying safe and healthy practices. For example, the childminder explains why rules are necessary, and they know why they need to wash their hands, wear aprons and tie their hair back when baking. They also follow safe practices, such as when chopping fruit and they wear identifiable tee-shirts when they are out on trips. Children follow very good hygiene practices, they all have their own face cloth, hand towel and toothbrush, which aid their independence and prevents cross contamination. Children shop locally for fruit and vegetables, so that they are fully involved in making decisions about what they eat. They help themselves to their drinks which are readily available and they talk about what is good for you when they bake, which helps them to gain a good understanding of healthy eating. Children get daily fresh air and exercise as they walk regularly to schools, shops and the nearby park and there is some very good toys and equipment available to enhance their physical 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

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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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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