

Inspection report for early years provision

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| Inspection date | 12/10/2009 |
| Inspector | Sharon, Amelia Robson |
| 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 1998. She lives with her husband and two children aged 17 and 11 years old, in a residential area of Morpeth, Northumberland. The property is within walking distance of local amenities, including schools, nurseries, parks and transport links. Children have access to the playroom, lounge, dining kitchen, utility room and toilet on the ground floor. There is an enclosed rear garden available for outdoor play. The family have two guinea pigs. The childminder is registered to care for a maximum of six children under eight years, she currently has five children on roll in the early years age range, all attending on a part-time basis. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is a member of a childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely committed to providing a welcoming and inclusive environment, where all children are valued and respected, and where their individual needs are fully met. She has extensive knowledge of the Early Years Foundation Stage (EYFS), which enables her to provide children with excellent support to enable them to make very good progress in their learning and development. The childminder has a great capacity to improve the service she provides, as she regularly evaluates her practice and detailed policies and procedures. Excellent relationships have been developed with parents, and positive procedures are in place regarding links with other providers and services.

What steps need to be taken to improve provision further?

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

- continue to develop links with other providers and services.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her role in safeguarding children in her care. She has completed an advanced safeguarding course, and therefore feels very confident that her knowledge is up to date and comprehensive. She has extensive policies and procedures relating to safeguarding, and she ensures parents have a copy of this information, as well as discussing this at the onset of a placement. The childminder also have extremely effective written policies and procedures in place regarding the safe collection of children, lost children and security in general. Children's safety is given high priority, as she ensures detailed and effective risk assessments are in place for

areas used for childminding purposes, both indoors and outdoors. Outings, including walks to and from nursery and schools, and the use of her car are included in the risk assessment and the childminder rates these as high, medium and low risks, which ensures hazards for children are minimised. In case of emergency, children are familiar with the evacuation procedure, as this is practised with them, as a consequence, children are learning about how to keep themselves safe.

Areas used in the childminder's home are extremely well organised, with an extensive range of toys and resources which cover all areas of learning. Low level, child friendly storage systems promote independence and enable children to make their own choices, in a safe environment. Children are valued and their differing backgrounds and abilities are highly respected. Through the use of a wide range of resources, activities and discussion, including the childminder's extremely positive role modelling, children are encouraged to learn about the wider world and to respect difference. Comprehensive procedures are in place regarding children who speak English as an additional language, or those with a special educational needs or disability. For example, she has the local authority inclusion toolkit and has multi-language books.

Partnerships with parents are extremely strong, as the childminder values their contributions and keeps them very well informed about all aspects of their child's development and achievements. Detailed information from parents is used effectively in planning, to ensure learning opportunities are provided that meet children's individual needs. At the onset of a placement and during the introductory visits, the childminder uses both discussion with parents and observation to help her assess a child's 'starting point'. The childminder has received extremely positive written and verbal comments from parents regarding the service she provides. She shares information with parents on a daily basis, both verbally and in children's daily diaries. The childminder encourages parents to make comments in their child's diary, especially when a child only attends for one or two days a week. Children's development files are shared with parents and these included detailed observations and photographs, all of which are linked to the EYFS. Parents receive an extremely detailed information pack at the onset of a placement, as well as information displayed around the childminder's home, including details about the EYFS, which the childminder also takes time to discuss with parents.

Good links have been made with some services and providers used by the minded children. She finds out if children are following themes or topics at nursery or school, and tries to link her planning to this. She has detailed procedures in place regarding forging positive relationships and sharing information with others, and is in the process of putting this into practice.

The childminder had no recommendations from her previous inspection. She is extremely pro-active in ensuring her knowledge regarding children's learning and development, and childcare is comprehensive and detailed. She has attended a vast amount of courses, workshops and conferences, including EYFS, Equality and Diversity, Children with additional needs, and Boys and Girls come out to play. At present she is completing her Professional Practice Award level 4, and as part of

this course she has completed a detailed and effective self-assessment, where she has looked at the service she provides and highlighted her strengths and identified any weaknesses.

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

The childminder has impressive systems in place to ensure all children make excellent progress across all areas of learning. She has detailed observation and assessment records in place, which are linked to the EYFS, and used to record and monitor children's development and to identify their next steps of learning. She plans and adapts activities according to children's individual needs, and to ensure each child has the opportunity to reach their full potential. Flexible weekly plans are in place to allow the childminder the opportunity to respond to children's interests, and to ensure each child is happy and engaged in their learning and play. Independence is promoted as children are encouraged to make their own choices from the extensive range of toys and resources available, as well as their being a very good balance between adult-led and child initiated activities. The childminder interacts with the children extremely well, ensuring she takes every opportunity to help children to develop their skills and learning. For example, one of the minded children has colours as a topic at nursery, so the childminder has linked art and craft activities to this, as well involving all the children in making purple jelly, which is the colour of the week.

Children make excellent progress in their social skills and building their confidence, as they have regular opportunities to attend local toddler groups, as well as all sitting together with the childminder for meals and snacks. They participate in outdoor activities on a daily basis, including visits to the local park, woods and feeding the ducks at the river, as well as an extremely wide range of physical activities, such as soft play, dancing, and using the well resourced garden. The childminder encourages children of all ages to use information and communication technology, including a laptop, as well as push button toys, books and telephones. Children have regular cookery sessions, and the childminder ensures recipes are suitable for the age of the children participating. Children have opportunities to buy ingredients at the shops, as well as growing some fruit and vegetables in the garden. During these sessions the childminder encourages children to weigh and measure, as well as introducing them to new words and terms. Excellent resources are provided to help children learn about the wider world, including multi-lingual books, dressing up clothes and dolls. Children also have the opportunity to celebrate a wide variety of cultural and religious festivals and events. Some of the younger children recently took part in a sponsored caterpillar crawl, where they crawled through play tunnels and made caterpillars from egg boxes, to help raise money for children in Uganda.

Good health and well being are promoted extremely well, as the childminder uses her detailed information on children's dietary and health needs appropriately. Detailed and comprehensive policies and procedures are used effectively, including those regarding accidents, medication and the care of a sick child. Hygiene procedures are promoted, as the childminder talks to children the reasons why

they need to wash their hands at appropriate times, for example, she explains that if they do not wash germs off their hands after playing in the garden or handling the guinea pigs and then eat their lunch, they may end up with a sore tummy. Children have great opportunities to learn about healthy eating, as the childminder ensures she provides them with a healthy diet, as well as growing fruit and vegetables with them in the garden and taking them to the shops to buy healthy and nutritious foods. Children have very good knowledge of safety while in the childminder's home, and whilst out and about with her. She talks to them about road safety, keeping themselves safe, as well providing a range of resources, including books and colouring sheets about various areas of safety. The childminder also allows children opportunities to try new experiences and challenges, to help them develop their own sense of safety.

Children have an excellent relationship with the childminder, and they are extremely happy and settled in her care. She is very kind, patient and very responsive to children's individual needs, ensuring they feel comfortable and secure in her home. Children are very well behaved, they have very good manners and respond positively to the childminder's routines and consistent boundaries. She knows the minded children very well and ensures methods used for behaviour management are appropriate to each child's age and understanding. Children are quite happy to help with tidying up and through the positive role modelling provided by the childminder, younger children are learning to take turns and share. They respond very positively to the praise and encouragement they are given throughout the day.

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

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| 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

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| 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

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| 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

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| 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

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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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