

## Inspection report for early years provision

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<b>Unique reference number</b>	EY320947
<b>Inspection date</b>	11/11/2009
<b>Inspector</b>	Janet Fairhurst
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder has been registered since 2006. She lives with her husband and two children, aged 9 and 7 years, in Spennymoor. The family has a dog. In the local area there are schools and preschool facilities, including nursery, toddler group and play group. There are also community amenities including parks, library, shops and sports and leisure facilities. The ground floor of the house is used for childminding purposes. Children have access to an enclosed garden for outdoor play. The childminder cares for children on weekdays from 7.00am till 6.00pm.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is currently caring for five children of whom three are in the early years age range. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is part of the local Childminding Network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder's excellent knowledge, skill and enthusiasm fully supports children's individual needs. This enables them to make very good progress in an inclusive environment which highly values children's independence, safety and ongoing welfare. The childminder is an excellent role model who places the children's happiness and well being at the heart of all she does. The outstanding partnership with parents provides a very successful shared commitment to the children's ongoing care and learning needs. The childminder is highly motivated in what she does and this is reflected in her ongoing approach to the evaluation of her practice.

## **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 carry out plans to share children's development files with the parents.

## **The effectiveness of leadership and management of the early years provision**

The childminder places a strong emphasis on children's safety and in their protection. She has a detailed and informed safeguarding policy which is shared fully with parents. All adults within the household have undergone appropriate vetting procedures to ensure their suitability. The childminder has developed an extensive and detailed range of policies and procedures, which successfully underpins the service she provides. All essential records are in place, very well

organised and stored securely to protect confidentiality. Important information, such as the registration certificate and a poster that tells parents how to make a complaint to Ofsted, is prominently displayed. The risk assessments are robust and cover all areas, both indoors and outdoors.

The childminder strives to improve upon her already excellent practice through participating in training that is relevant to her work and attending childcare conferences. Some of the recent training courses undertaken include; safeguarding children, special needs, understanding what it is like to be two and assertiveness. This is also reflected in the depth and wealth of information in place and in the wonderful provision for the children and how this impacts on them, to ensure they have fun and make excellent ongoing progress. Children have access to an excellent range of resources. These are stored at child height and enables access and self selection for all the children. The childminder highly values the children's independence which is supported from an early age. The children learn about the wider world because the childminder and children talk about different places that they have been to, which leads onto talking about what the culture is like, what they eat and the different languages that they speak.

Relationships with parents are promoted and developed extremely well. Prospective parents receive a very informative pack which tells them about the setting, as well as the policies, procedures and documentation used by the childminder. Extremely 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. The childminder takes time to give verbal feedback to parents at the end of the day, alongside telephone calls and texts during the day to share special moments. She gathers parents' opinions and suggestions through discussion and the use of questionnaires. Written references from parents are overwhelming positive about the childminder and the service she provides. They particularly value the very close relationship that the childminder builds with the children and feel greatly reassured when they see how happy their children are in her care. The childminder also maintains good links with the local school that children in the Early Years Foundation Stage (EYFS) age range attend.

Purposeful monitoring and comprehensive self-evaluation ensures the childminder is constantly reviewing her practice, ensuring she provides the best opportunities for the children in her care. The informed completion of the very modest self-evaluation form clearly identifies priorities for improvement and reflects her excellent understanding of the requirements of the EYFS. Also included in this process is the views and contributions of parents, children and professionals. This provides the childminder with a range of valuable information which enables her to move forward, to improve and to set targets, such as working towards a childcare qualification.

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

The children are actively engaged and very enthusiastic in what they do. The caring and close relationships formed by the children with the childminder provides them with a positive sense of belonging and security. Children are self assured and demonstrate skills and practices which fully enhances their confidence and independence. The childminder demonstrates a thorough understanding of the EYFS and child development. This combined with the use of informative observation and assessments, and individual learning goals for each child ensures they are making very 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.

There is fantastic scope for the children to have fun and enjoy themselves. For example, children play happily with a wealth of toys and resources that include role play props, building blocks and small world equipment; this helps them to make progress in all areas of their development. Children's achievements are celebrated. For example, the childminder smiles and claps with one of the children as he shows delight in the tower of bricks he has built. Children explore their senses as they access a wealth of exciting and stimulating natural materials and treasure basket collection. This satisfies their natural impulse to explore and investigate. The childminder is skilled in asking the children many open ended questions, which is very supportive for their speech development and confidence. There is always lively conversation. The children talk and listen to each other and to the adults and develop effective communication skills in the process. As well as this, the children look at and read an extensive range books which promotes literacy skills. This developing appreciation of books is further supported by regular trips to the local library. Children have ongoing opportunities to count and use numbers though their play, which enables them to make connections and to link a number to objects, such as how many bricks in their tower. Children have games where they match and link shapes and develop their visual awareness through jigsaws and creative activities. The children are able to fully develop their ideas by using and having access to the various mediums and materials to build and create their pictures with.

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 challenge themselves to climb the grassy hill and receive lots of praise when they succeed their task. They go on trips to the local park and explore the woods, during which they get lots of fresh air and, as well as this, they bounce on the trampoline, ride wheeled toys and paint with water on the patio making shapes and swirls with great enthusiasm. This teaches the children that exercise is fun and benefits their overall physical development.

The childminder's vigilant approach to children's well being and safety is managed very effectively. Highly effective routines, such as hand washing before meals, after using the bathroom and after outdoor play, help the children to establish

excellent personal hygiene. Informative general discussions enable even the youngest children to understand why they carry out such tasks, when they talk about getting rid of the germs. This teaches the children about the importance of cleanliness and, along with the highly appropriate arrangements that deal with sick children, minimises the spread of infection. The childminder provides a very good range of nutritious snacks for the children on a daily basis and shares her healthy eating policy with parents. Children behave very well as they are secure within their relationships with the childminder. The childminder through her positive approach promotes respect and the importance of respecting and valuing each other.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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