

Inspection report for early years provision

Unique reference number	312679
Inspection date	19/11/2009
Inspector	Pauline Pinnegar
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 a registered childminder since 1997. She lives with her husband in the Linthorpe area of Middlesbrough, within easy distance of local amenities including schools. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play. The childminder cares for children on weekdays from 6.00am to 6.30pm for 48 weeks of the year. The family has a pet dog and bird.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years old to 11 years old. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from her local school and attends several toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder makes excellent provision for children in an extremely relaxed and homely environment. Systems for planning activities and observing children are excellent, ensuring all children make very good progress towards the early learning goals in relation to their starting points. All children flourish with the support, care and dedication demonstrated by the childminder. Partnerships with parents are highly valued and ensures children's individual needs are successfully met. The proficient and accurate systems of monitoring and assessment shows considerable capacity to maintain continuous improvement. The childminder constantly reflects on her practice and this enables her to accomplish the outstanding quality that she strives for. She is extremely motivated and ambitious and has a clear vision for her provision and has very successfully created an inclusive, enabling environment for all 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:

- continue to develop the outdoor play area to assist children to be more physically active and exuberant.

The effectiveness of leadership and management of the early years provision

The organisation of the childminding provision is exemplary in all major respects. The childminder implements a highly comprehensive range of policies and

procedures, which significantly enhances all aspects of children's welfare. There is a strong emphasis on safeguarding and the childminder is very well informed about procedures to keep children safe. All required documentation for the effective running of the setting is available and is very well organised. The childminder has attended safeguarding training and demonstrates an extremely good understanding of related issues. The indoor and outdoor environments are subjected to thorough and rigorous risk assessments that ensure any potential hazards to children are minimised. Children's welfare is safeguarded extremely well, as the childminder and other household members have had suitable checks completed. The childminder shows a raised awareness of the effect of activities and experiences on children's overall development. Children's play opportunities are maximised through the excellent organisation of space, time and resources. The environment is bright, stimulating and informative for the children and their parents. Play opportunities are enhanced as resources and space are used very well at the childminder's home. This allows children to make choices about their learning and play. The childminder rotates resources frequently and also uses her local toy resource library to ensure that children's interest in play is effectively stimulated. Children's art work and photographs adorn the environment, which gives children a real sense of belonging.

The childminder has a very clear vision for the setting and her practice. She is very enthusiastic and passionate about driving forward with improvements to ensure better outcomes for children. She has an excellent commitment to the ongoing development of her childcare service through self-evaluation and monitoring and is able to accurately identify strengths and areas for improvement in the service she offers. The childminder shows a very positive attitude towards her career, she is motivated and committed to developing her practice to promote outcomes for children. This is supported by attending regular training, discussing practice with her local authority support worker and detailed evaluation of her practice in the self-evaluation systems. Parents are also involved in this process and regularly complete questionnaires about the quality of care and education provided. The childminder has fully addressed the recommendations raised at the previous inspection, this helps to further safeguard children.

The childminder demonstrates a genuine commitment to inclusion. She has completed training courses in relation to inclusion and diversity. This has enabled her to update her knowledge and understanding of the many associated issues, in order for her to very successfully meet children's individual needs. Very effective parental involvement is highly beneficial to the continuity of care that the children receive. Parents are provided with very good quality information about the setting. Each parent receives a written handbook with all policies and procedures and completes an 'all about me' booklet for their child, which is updated regularly. Consequently, the childminder is very clear about children's starting points. An informative parent's notice board is in place, which displays information relating to activity planning and daily menus. The childminder liaises very closely with parents on a daily basis verbally and also through the use of written communication books. Parents regularly review children's progress records and are actively encouraged to contribute to the observation and assessment records. They also receive a DVD of all the activities their child has enjoyed over the year. The childminder highlights activities or areas their child is interested in, which can be further pursued at

home. She is fully aware of the need to communicate regularly with other professionals and providers delivering Early Years Foundation Stage, to ensure progression and continuity of learning and care. She demonstrates an unquestionable willingness to work with other professionals to meet children's individual needs well. There are excellent systems for children's transition into nursery and systems to share information regarding children progression towards the early learning goals.

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

The childminder is very committed to the care and education of children and implements highly effective methods, using routine activities to fully promote their learning. This means that children are making excellent progress towards the early learning goals. Children are provided with experiences and support, which helps them to develop a positive sense of themselves and of others. They show respect for one another as their social skills develop, enhancing their positive disposition to learning. The childminder offers effective support for children's emotional well-being to help them to know themselves. Positive relationships are nurtured and the children are very settled and happy in the childminder's care. This is reflected in their behaviour, which is managed in a caring and sensitive way, ensuring children's concerns and needs are fully supported. The childminder has attended numerous training courses relating to the Early Years Foundation Stage and demonstrates a very good understanding and commitment to implementing it extremely well. Her comprehensive knowledge of individual children fosters a firm feeling of trust and security. The childminder provides excellent range of balanced and varied activities covering all areas of learning very well. They are planned and available to children to fully promote their all-round learning and enjoyment to a high degree. Planning is based on very thorough and accurate observations and incorporates opportunities for parents to be involved in children's learning. The childminder clearly identifies the next steps in children's development and has systems to record this. Detailed assessment records clearly shows children's excellent progress over time.

Children are beginning to develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a wide range of activities and resources, which promotes a positive outlook of the wider world. Children celebrate various religious festivals, including Diwali and Eid and Remembrance day. At Ramadan, one parent came into the childminder's home to help the children prepare and taste potato cakes. Children's thinking and early language skills are extended very well through effective discussions with the childminder, resulting in competent listeners and effective communications, such as 'sing and sign' for very young children. There is wide range of books available, which are clearly enjoyed by the children both independently and with the childminder. This is complimented with trips to the local library and the use of simple 'story sacks' at local groups. The childminder skilfully supports young children through their play, introducing appropriate learning opportunities that encourage letter, number, shape and colour recognition in a fun and enjoyable way. They explore growth and development of plants and their own bodies using

height charts. Children use a wide variety of resources for self expression and creativity, such as mark making with paint, chalks and pencils. They model make with recycled materials and play dough. Extensive opportunities to foster children's problem solving skills and to nurture their knowledge of shapes and numbers are provided through every day experiences. For example, children collected leaves and conkers and experimented making patterns and exploring concepts of sequencing using the leaves. Children are inquisitive and inspired to explore the natural world, as they go on bug and butterfly hunts and learn how to care for animals when they visit local farms. They enjoy decorating the bird box in the garden. Children use their imagination well as they convert the role play area into the dentist and the doctors. They enjoy lots of outings, such as visits to the florist, travel agents, garden centre and museum.

The childminder's home plays a key role in supporting children's learning and development. It is a place where children show they feel safe, cared for and relaxed because they are in the continuous care of a trusted and supportive adult. Activity planning also teaches children about keeping themselves safe. Planning gives children many opportunities to discuss aspects of keeping themselves safe, such as exploring emergency procedures, fire safety, safe handling of equipment, for example, scissors and road safety. This is extended into role play, when children access props for road safety. Children know the childminder is always close at hand to support both their physical and emotional safety. They flourish as they access opportunities for physical play. They love to play in the garden or going to the park for soft play. This ensures they get plenty of fresh air and exercise. The childminder continues to develop the provision of her equipment for the outdoors but feels this is an area for further development, to ensure children can be physically active and exuberant. Children are active or restful through choice and sleep in line with their individual needs and parent's wishes. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Their nutritional needs are well catered for throughout the day, with healthy drinks and snacks and meals are provided at regular intervals. Children learn about making healthy choices and gain good social skills when eating together with the childminder, as they talk about the food they are eating and effectively promotes the 'five a day' ethos.

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	1
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

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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