

Inspection report for early years provision

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Inspection date	28/01/2010
Inspector	Jacqueline West
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.

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 was registered in 1991. She lives with her husband and two children aged 14 and 18 years in the residential area of Jarrow in Tyne and Wear. The whole of the ground floor of the childminder's home is used for childminding. She has a cat, rabbit, squirrel and lizards as pets. The childminder cares for children on weekdays from 7am to 6pm for 49 weeks of the year.

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 four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis. The childminder has achieved recent qualifications including, a Diploma in Home-based Childcare. An National Vocation Qualification level 3 in Child Care, Learning and Development and a Level 4 Certificate in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an extremely warm and friendly environment to all children and their families. The rich, varied and imaginative selection of experiences provided ensures children have ample opportunities to make excellent progress. She demonstrates an exceptional commitment to inclusion which is evident throughout all aspects of her practice. Very detailed information ensures parents are fully informed of the high quality service provided. Partnerships with others, to ensure continuity of children's care and learning, are developing well. The childminder has a very clear vision and is extremely motivated to continually develop her practice; this is supported through the self-evaluation process and the completion of additional qualifications.

What steps need to be taken to improve provision further?

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

- develop further systems to link with other settings providing care and education.

The effectiveness of leadership and management of the early years provision

The childminder is highly professional. She has attended recent safeguarding training, and demonstrates a comprehensive understanding of associated issues. Consequently, children are thoroughly protected. Security is very well maintained,

for example, a visitors' book monitors the flow of people into the setting. An extensive range of very well written policies and procedures are in place that fully underpin her practice. For example, the 'handing over responsibility' procedure, which results in children being well protected.

Systems for self-evaluation are outstanding. A record of self-evaluation is highly detailed and regularly updated. As part of the effective systems every training course is recorded and its impact on the setting evaluated. The childminder ensures ongoing commitment to training. She has successfully completed a Level 4 certificate in Early Years practice, this ensures highly effective continuous improvement. The recommendation made at the last inspection has been fully met. This has resulted in the childminder continuing to develop the recording of children's progress, which has a positive impact on the children's learning and development. The childminder demonstrates an exceptional awareness with regard to equality and diversity, she provides a fully inclusive service. This is supported with the implementation of a clear, well written inclusion policy. Space is very well organised and provides children with easy access to an extensive range of activities and learning experiences that cover every area of learning. Child-friendly storage systems allow children to self-select resources, this helps foster their decision making and independence skills.

High emphasis is put on partnership with parents, which has a really positive impact on children's overall well-being. Positive comments from parents' questionnaires include, 'the daily diary is great, activities and play equipment is fabulous'. They receive very good information about the service provided. Effective induction procedures ensure that children's admission is gradual and tailored to meet their needs. Consequently, children settle very well. Pertinent information about children's requirements, starting points and their ongoing needs is recorded. Parents are kept very well informed of their child's progress, through ongoing verbal feedback, photographs, progress reports and access to their child's personal records. Information is regularly shared to ensure up-to-date records about their child's current interests and favourite activities are in place. This enables activities to be mirrored at home. Systems are being developed to ensure effective partnerships with other providers and external agencies to further promote children's learning and well-being.

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

The childminder demonstrates a very clear and confident understanding of the Early Years Foundation Stage. She has highly effective systems to ensure that each area of learning is comprehensively covered while ensuring the children have fun. A very good balance of child-centred and adult-led experiences ensure all children are well challenged. The childminder is fully dedicated to ensure all children meet their full potential. She completes detailed forward planning of activities, written observations, assessments and next steps for learning. The childminder has an excellent understanding of children's individual personalities which promotes consistently effective behaviour management. Children are provided with a welcoming environment, where their work is valued and well displayed.

Children are very happy. They have formed close relationships with the childminder and are confident to approach her for cuddles. Older children confidently express themselves. For example, 'can we read this book?' Children develop their independence as they find their own picture and hang their coats up. All children engage in activities to develop their language for example, when selecting a picture symbol out of a bag to initiate singing a nursery rhyme. All children enjoy exploring the extensive range of good quality musical instruments. Older children use descriptive language, such as 'it's a heart'. All children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a really good range of activities and resources, which promote a positive outlook of the wider world. Their knowledge of the living world thrives as they feed and care for the family pets such as, lizards. The children's behaviour is consistently good as they receive lots of meaningful praise and encouragement.

The childminder demonstrates an exceptional knowledge of the importance of promoting children's health. A varied menu encourages children to develop an awareness of healthy meal options. Meals and snacks provided include meat and vegetable casseroles and a variety of fruit. Children flourish as they participate in regular physical exercise, such as visits to the park and soft play. Children learn very good personal hygiene through consistent routines and positive role modelling. For example, children wipe their nose and safely discard of the tissue, then wash hands with minimum supervision. This reduces the risk of the spread of infection. Their knowledge about personal safety is encouraged by gentle reminders from the childminder to pick up the toys so they do not trip. They regularly practise fire drills so they understand the emergency evacuation procedure. The childminder has over and above the required procedures and documentation to ensure that children's welfare is successfully safeguarded and promoted.

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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