

## Inspection report for early years provision

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<b>Unique reference number</b>	EY281779
<b>Inspection date</b>	11/02/2010
<b>Inspector</b>	Pauline Pinnegar
<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 was registered in 2004. She lives with her husband and two children aged eight and 11 years old in the Ingleby Barwick area of Stockton-on-Tees. The whole of the ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 8am to 5.30pm all year round.

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 nine children in this age group. She also offers care to children aged over eight years to 11 years. 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 the local school and attends several toddler groups on a regular basis.

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

Overall the quality of the provision is outstanding.

All children flourish with the support, care and dedication demonstrated by the childminder. She establishes exemplary partnerships with parents, and links with other providers are developing to ensure children's individual needs are met to a very high standard and their protection is assured. Children are consistently challenged as a result of highly responsive planning and assessment systems, ensuring every child makes excellent progress and reaches their full potential. The proficient and accurate systems of monitoring and assessment show 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. She 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 communication with other providers for the benefit of children who attend other early years settings, so there can be continuity in their learning.

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

The childminder has a comprehensive understanding and working knowledge of how to successfully safeguard children. She has attended several safeguarding

children courses and as a result, has devised a thorough, detailed safeguarding children policy which is shared with parents. In addition, children's welfare is safeguarded extremely well as the childminder and other household members have had suitable checks completed. All required documentation for the effective running of the setting is available and is very well organised. Comprehensive risk assessments are carried out and reviewed regularly to keep the setting as safe as possible. The indoor and outdoor environment, equipment, toys and outings are included. Children's safety and welfare is further promoted by the implementation of exemplary policies and procedures which are shared with parents, reviewed regularly and available at all times. 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. This allows children to make choices about their learning and play. The childminder rotates resources frequently and uses her local toy resource library to ensure that children's interest in play is effectively stimulated. Children's artwork and photographs adorn the environment which gives children a real sense of belonging. In addition, a large 'floor book' is used for children to reflect on the activities they have enjoyed. Resources are colourful, interesting and rich in positive images of diversity. This ensures children have ample opportunities to learn about similarities and differences between themselves and others.

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 childminding network and the detailed evaluation of her practice in the self-evaluation systems. Parents are also involved in this process and regularly complete appraisals 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 has implemented exceptional procedures to ensure there is excellent communication between herself and parents. For example, before children attend the setting the childminder builds a complete picture of their likes, dislikes, routines, individual care needs, developmental achievements and learning priorities through discussions with the parents. This information is recorded in the 'all about me' sheets and development folders. Detailed information is shared about children's learning and development which informs the childminder's planning. Parents receive detailed information in the daily communication diary and regular newsletters. Parents complete regular questionnaires and make extremely positive comments about the setting. They state the childminder is 'utterly reliable and inspiring' and 'fantastic overall and totally professional'. She is always looking for ways to improve and provides lots of different activities. She is developing mostly successful partnerships with the local nursery school. She communicates regularly with and receives newsletters from the school about events and activities. However, she recognises this is an area for development to

ensure she can effectively complement and adapt her planning for children on roll who attend both settings.

## **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 help them to develop a positive sense of themselves and of others. They thrive in a stimulating and dynamic learning environment which is freely accessible to them and develops their sense of belonging and self-esteem successfully. They delight in seeing their work displayed exceedingly well in the playroom and eagerly investigate photographs of themselves at play in the 'floor books'. 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 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.

Through skilled, sensitive observations which are shared with, reflected upon and responded to by parents, the childminder successfully plans to further each child's unique development. Information gained from observations is transferred accurately into the children's tracker records, which show the significant progress children make towards all the early learning goals. Planning incorporates both child-initiated and adult-led activities. The current topic within the setting is 'all about me'. Children explore their senses and use mirrors to help them create self-portraits which are proudly displayed. Sensory baskets are used to develop this topic further as children explore natural materials, shells, ribbons and foil. Children's thinking and early language skills are extended very well through effective discussions with the childminder, resulting in competent listeners and effective communications. They explore their bodies and have fun making skeletons using art straws. There is a wide range of books available which are clearly enjoyed by the children, both independently and with the childminder, with the current favourite being 'Funnybones'. This is complemented with trips to the local library and the use of simple 'story sacks'. 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 life cycle changes in creatures such as butterflies. 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 everyday experiences.

Children are inquisitive and inspired to explore the natural world as they go on bug hunts and learn how to care for animals when they visit local farms. They explore buildings in the local environment and use props, such as the 'cement mixer' and 'hard hats', in role play, pretending to be builders. Children enjoy lots of outings, such as visits to the local museum and train trips to Durham, and develop social skills at the many groups they attend.

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. Arrangements in place to support children's good health and minimise cross-infection are excellent. The childminder has planned purposeful activities to include hand washing, hygiene, healthy foods and outdoor events, such as trips to the local soft play facility, play parks and swimming sessions. This ensures they get plenty of fresh air and exercise. Children are active or restful through choice, and sleep in line with their individual needs and parents' wishes. They 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 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. The childminder 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

<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	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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### 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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