

## Inspection report for early years provision

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<b>Unique reference number</b>	EY347074
<b>Inspection date</b>	18/02/2010
<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.

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## **Description of the childminding**

The childminder has been registered since April 2007. She lives with her husband and one child aged four, in the Consett area of County Durham. Local amenities and public transport systems are within walking distance. The whole of the ground floor area is used for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder provides care Monday to Friday from 7am to 6pm. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is registered for a maximum of five children and currently has six children on roll, of whom four are in the early years age range. The childminder works with a co-childminder and together they may care for a maximum of eleven children. Currently they are caring for thirteen children between them. Both childminders have joint responsibility for the childminding practice.

The childminder is a member of the National Childminding Association and a member of the local Childminding Network. She takes and collects children from the local schools.

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

Overall the quality of the provision is good.

Children are extremely happy, settled and very well cared for by the childminder who recognises the uniqueness of each child in her care. As a result children are making very good progress in their learning and development. Planning and assessment arrangements are excellent, which means that activities and experiences are clearly tailored to meet individual needs. Partnerships with both parents and outside agencies, positively contribute towards children receiving continuity of care. Children's welfare is promoted through a comprehensive range of policies and procedures, which support their overall care and safety within the provision. The childminder is motivated in what she does, which 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 early years provision the registered person should:

- continue to build upon the already very good assessment records by reflecting more the area of problem solving, reasoning and numeracy.

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

The childminder and her co-childminder have established effective records, policies and procedures to support the safe and efficient management of the service

provided. These are shared with parents so they are aware of the expectations of themselves, their children and the setting. Children are effectively safeguarded because the childminder clearly understands her role in child protection and is fully aware of the procedures to follow should a concern arise. Robust risk assessments are carried out regularly and the childminder and co-childminder organise their time well to provide children with a very high level of individual support and constant supervision. Paperwork is extremely well organised and all required documentation is maintained to a high standard.

Excellent settling in arrangements, enables the childminder to gain an extremely good overview of each child's individual needs, prior to them starting their placement. The environment has been organised to ensure that all children can move around easily and access resources for themselves. The childminder supports children's knowledge and understanding of the society they live in. For example, children are learning about Chinese New Year, alongside traditional western festivals and religious celebrations. Play resources, such as dolls, dressing up clothes, books and small world equipment provide children with positive images of diversity. Children and their families receive a very warm welcome from the childminder and her co-childminder. Both take joint responsibility for sharing information with parents, which has resulted in a very successful partnerships being established. In addition to the daily exchange of information through children's diaries there is also a good level of information on display, therefore ensuring an effective two-way flow of information. The parents are actively involved in contributing towards their children's ongoing assessment records as they are invited to read their child's development file and share their observations from home. It is evident from parents comments that they are extremely happy with the service provided. The childminder has made good links with other local providers of the Early Years Foundation Stage (EYFS), such as, local nursery at the nearby school.

Although the co-childminder takes overall responsibility for recording their evaluation of the service, both are passionate about improving the quality of the provision. Their accurate recordings, identify their strengths and sets clear targets to instigate future improvements. For example, they are in the process of devising a questionnaire for parents. This means parents are able to express their views on the care and learning and as a result become involved in evaluating practices. The childminder demonstrates a very good understanding of how children learn and is committed to her professional development through her involvement with the local Childminding network and attending additional training, such as, Early Years workshops and safeguarding children. This approach to the continuous development of the setting positively supports and extends children's care and learning. The childminder has responded to the previous recommendation. For instance she has developed purposeful planning and assessment systems so that these are now focussed on individual learning rather than planning for the group as a whole. Significant improvement has been made since the last inspection, demonstrating that she has a continuing commitment to drive improvement forward.

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

Children make extremely good progress towards the early learning goals and in all areas of their development. They are provided with extensive opportunities to enjoy a well-balanced selection of activities both inside and outside the home. The childminder and her co-childminder have an excellent understanding of children's likes, dislikes and capabilities. The successful use of the information received from parents through the individual questionnaire contains valuable information regarding the children's starting points. This ensures the needs of all children are recognised and planned for extremely well. The childminder observes children at play and uses this information to chart their progress and plan their next steps in learning. Although in practice it is very evident that all areas of learning are given equal priority and covered in sufficient depth. The childminder very occasionally misses opportunities to reflect problem solving, reasoning and numeracy in the written assessments.

The environment is highly stimulating. The childminder has developed an excellent range of accessible resources to help children to explore and investigate. The children's individual needs and interests are used as a starting point for planning, which means that the activities and experiences offered, interest and engage them fully. They are keen to learn and join in enthusiastically with all activities. Children are beginning to develop their social skills as they visit local toddler groups, where they have opportunities to mix with other children. They demonstrate high levels of confidence and self-esteem as adults consistently recognise and acknowledge their achievements. They access mark making materials and some children begin to give meaning to the marks they make, for example, they pretend to write their name on the chalk board and pieces of paper.

Children thoroughly enjoy the freedom to energetically and messily explore the possibilities presented by sand, water, and soil, as they devise and conduct experiments outside. Children fill the wheel barrow with soil and add water to make different types of mixtures. Working together they use pieces of guttering to transfer water from one water tray to another, developing their problem solving and negotiation skills. Children benefit from the opportunities to visit stimulating and exciting venues. For example, they visit the Beamish museum where history is brought to life; sitting in the old classrooms experiencing writing on slates and exploring the sweet shop, looking at what has changed. Children spend a significant amount of time being totally enthralled in the play dough, enhanced by the stimulating tools and the effective intervention of the childminder, who asks questions and engages them in conversation to support and promote their language and communication skills.

Excellent strategies for supporting positive behaviour are in place and children are well behaved, as they are kept busy and challenged with a regular change of activities and plenty of opportunity for free choice and expression. In the home, children are expected to follow simple house rules, such as, no running or climbing on the furniture and being kind and respectful to each other. Children are provided with healthy nutritious meals and snacks throughout the day, taking into

consideration individual dietary needs and likes and dislikes. Road safety and emergency evacuation procedures are practised frequently, with children developing their awareness of keeping themselves safe. The children have very good opportunities to be active. They thoroughly enjoy being outdoors due to the childminder's positive attitude to outdoor play. Here they benefit from fresh air and exercise and have very good opportunities to increase their knowledge and understanding of the world around them.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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