

Inspection report for early years provision

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Inspection date	15/04/2010
Inspector	Donna Suzanne Lancaster
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 has been registered since June 1984. She lives with her partner in the Marton area of Middlesbrough. The ground floor of the home is used for childminding. Bathroom facilities are also on the ground floor. There is an enclosed rear garden for outdoor play. The childminder's home is close to local schools, shops, toddler groups and other useful amenities.

The childminder is registered to care for a maximum of six children at any one time. She is currently caring for five children, all of whom are in the early years age group. The childminder operates Monday to Friday from 8am to 6pm for 46 weeks of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has a National Vocational Qualification at level 3 in childcare. She is a member of the local childminding group and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly effective in meeting the needs of the children in the Early Years Foundation Stage. As a result, children are making excellent progress in their learning and development. The childminder demonstrates a very high commitment to providing an inclusive and welcoming environment for all children. She puts the children first and provides excellent care by recognising each child's uniqueness and ensuring all children are treated equally. The childminder works well in partnership with parents and carers, and other providers such as the school and nursery, to ensure children are getting the support they require and ensure there is continuity in children's learning and development. The childminder is committed to evaluating her practice to identify strengths, weaknesses and areas she plans to develop. This maintains continuous improvement, which enhances outcomes for 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:

- ensuring observations of children's individual learning clearly link to planning.

The effectiveness of leadership and management of the early years provision

The childminder has developed a comprehensive range of policies and procedures. These are implemented extremely well to ensure the safeguarding and welfare of all children. She has attended safeguarding training and has an excellent

understanding of the signs and symptoms of abuse. She is aware of the procedures to follow if she has any concerns. This helps to ensure children are extremely safe and protected in the childminder's care. The risk of accidents is minimised because excellent safety procedures and risk assessments are effectively carried out, both within the setting and on outings. The recommendation raised at the previous inspection has been met successfully as the fire blanket is now easily accessible in the kitchen.

The childminder provides a very caring and professional service. She demonstrates excellent organisational skills and is committed to continual improvement. She evaluates her practice effectively and actively seeks parents' and children's views through questionnaires to identify strengths and weakness of the provision. This also enables parents and children to make suggestions and give ideas to help make further improvements. The childminder strives to offer a very high standard of care and education to the children she minds. They benefit from the childminder's strong commitment to training which allows her to constantly improve the already high-quality care provided. The childminder provides a safe environment, which is conducive to learning. A very good range of toys and resources are freely available, and all children are able to access these independently. This enables them to make choices and decisions about what they do. The childminder sensitively promotes children's understanding of diversity and respect for others through discussions about differences, by using a wide selection of books, resources and activities, and by celebrating a broad range of cultural festivals.

Partnerships with parents are extremely well-developed, and parents are very pleased with the 'excellent service' provided. A daily two-way flow of information ensures parents are fully aware of the activities their children have enjoyed. Parents are fully aware of the Early Years Foundation Stage framework, as the childminder has given all parents good, clear and informative information regarding the framework. Parents are encouraged to share what they know about their child, particularly when the child first starts. For example, the childminder finds out about a child's ability and development through discussions and initial meetings and this is used as a basis for their individual care and learning. Partnerships with other professionals and the well-established links with other providers, such as the local school and nursery, help children make a smooth transition. This promotes consistency of children's care and extends children's learning and development.

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

The childminder welcome all children and their families into the rich, vibrant and inclusive environment she creates. Children are extremely happy and settled. They are enthusiastic and explore and investigate the range of varied and stimulating activities readily available to them both indoors and outdoors. For example, they thoroughly enjoy exploring in the garden, looking for mini beasts with their magnifying glasses and bug boxes. They paint the fence and mark make with paint brushes, and enjoy cleaning the cars with water and brushes, pretending they are at 'the car wash'. Children get excited and join in chasing and trying to catch the

bubbles and even the very young children try to do the actions to the 'bubble song'. The childminder uses her excellent knowledge of Early Years Foundation Stage learning and development requirements to plan an interesting and stimulating learning environment for all children. She knows children very well and motivates and inspires them to learn, be inquisitive and ask further questions with her own enthusiasm. This means that children are developing high levels of self-esteem and becoming extremely confident and self-assured. The childminder regularly observes and records children's development. Information from observation and assessment is very well used, for example, in identifying children's next steps in their learning and developing future planning. However, observations do not always link clearly to children's individual learning. Observations and areas of children's learning are clearly recorded and shared regularly with parents. These records clearly show that children are making excellent progress in relation to their starting points.

Children have the freedom to explore and make choices in what they wish to do from a wealth of interesting activities and resources. The play areas are organised very well to provide defined areas of learning and children have access to free-flow outdoor play. The childminder is particularly well organised and resourced to promote active learning. She provides very good support for children's learning, talking to them constantly and asking them superb questions. For example, when talking about where the children were going on their holidays, she asks, 'Can you find Australia on the globe?', 'What kind of animals live in Australia?', and 'Where do kangaroos and koala bears carry their babies?' She seizes opportunities to build on children's existing knowledge by prompting 'can you tell me?' or asking, 'What else can you think of?' This approach successfully promotes children's language and communication skills, encourages children to be critical thinkers and helps to develop their memory and recollection skills. Children develop pre-reading skills as they enjoy books; they can recite their favourite stories and they begin to recognise their name in print as part of the arrangements for registration and snack time. They learn about the world around as they grow fruit, vegetables and herbs, and talk about the seasons and the weather. They develop their imagination as they access role play and dressing-up clothes. Children develop their skills in using technology throughout all areas of the childminder's home; they have access to a computer and are motivated in their learning. As a result, all children develop the skills needed for their future success.

The childminder ensures that the children's health and well-being needs are extremely well supported through her meticulous approach to promoting children's good health and hygiene practices. For example, she talks about cleaning the work surfaces before preparing food and the reasons why she must do this. In addition, children settle quickly in her care and even very young children quickly learn good self-care skills. For example, older children take younger children to the bathroom to wash hands before lunch and explain why they need to wash their hands. All children know the colours of their own and each other's towels, cutlery, cups and plates. The daily routines and free access to the outdoors enable all children to play in the fresh air and contribute to them adopting healthy lifestyles. The childminder has realistic expectations of children's behaviour and effectively implements a range of extremely good strategies which promote positive behaviour. This means that children develop a very good understanding of right

and wrong and learn to respect and value each other. Children respond positively to meaningful praise and sensitive encouragement. They show care and concern for each other and behave extremely well.

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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