

## Inspection report for early years provision

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<b>Unique reference number</b>	310118
<b>Inspection date</b>	12/01/2011
<b>Inspector</b>	ISP Inspection
<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 1998. She lives with her husband, her mother and child aged 14 years in the Whitley Bay area of North Tyneside. The whole of the ground floor and the designated first floor bedroom are used for childminding. There is an enclosed yard for outdoor play. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, three of whom may be in the early years age range. She is currently minding three children in the early years age group and two children in the five to eight years age range.

The childminder cares for children on weekdays from 7am until 6pm for 48 weeks of the year. Links are made with other providers.

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

Overall the quality of the provision is outstanding.

Overall the quality of the provision is outstanding. Children and parents are welcomed most warmly into an inclusive environment, where they are acknowledged and respected as individuals. The childminder works extremely well with parents and other professionals to support children's learning. Her excellent knowledge of each child's individual needs ensures that all aspects of children's welfare and learning are promoted and they make excellent progress. The childminder evaluates her practice most effectively and takes positive steps to improve any areas she identifies for further development. The required documentation is in place and is exceedingly well organised and maintained.

## **What steps need to be taken to improve provision further?**

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

- Developing further systems to encourage parents to review their children's progress regularly and contribute to their child's learning and development record.

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

The childminder ensures that children's safety and welfare is given high priority. She has a very clear understanding of policies and procedures, which are used very effectively. In particular her understanding of how to safeguard children from harm is extremely clear. She informs parents of her responsibilities.

Security of the premises is very well maintained. Strict procedures are in place regarding the collection of children. Risk assessment procedures are robust and

positive steps are taken to minimise or remove hazards. The required documentation is in place and record keeping systems are very efficient. This promotes and preserves childrens safety very effectively. Excellent systems are in place to monitor and evaluate the quality of service, care and education. For example, parents and children complete bi-annual questionnaires. This enables her to effectively identify areas for further development and supports continuous improvement. The recommendation for the previous inspection has been addressed. The childminder holds a Level 3 CACHE certificate in childminding practice. She regularly seeks out relevant training and attends numerous training courses to further enhance her knowledge and support her practice most effectively.

The excellent organisation of space allows children to self select resources very easily. They make enthusiastic choices about their play. This nurtures their decision making and independence skills. The environment is frequently reviewed and resources are changed regularly. Children's awareness of diversity and the wider world is exceedingly well promoted. A very broad range of resources and play activities are provided to help children develop a significantly enhanced awareness of diversity and to recognise differences in a positive manner. For instance, the childminder and her family speak three different languages and children have the opportunity to learn Russian. The childminder works extremely well with other professionals and agencies to ensure that the needs of children are met. For example, by working very closely with a dietician to monitor and improve a young child's diet and food intake. Strong links are made with others delivering the Early Years Foundation Stage. The childminder regularly consults with teaching staff at settings children attend. They exchange pertinent information such as, activity plans and learning journals. Regular verbal feedback allows all parties to work in harmony to support childrens continuity of learning and identify common goals most effectively.

Relationships with parents are excellent. Copies of policies and procedures are shared with them. Exceptional induction procedures ensure that detailed information about children's initial needs and abilities is recorded. This allows the childminder to build an exceedingly sound understanding of children's starting points. Children are introduced gradually and sensitively into the childminders care. Extremely effective communication systems keep parents exceedingly well informed of the service provided, general events and their child's progress. Parents are asked to inform the childminder of anything that may affect their childrens care. In turn she ensures that they receive excellent information about their children's current interests and developmental progress, which helps them to support their children's learning. The vast majority of parents contribute written notes in their childrens learning journals about their childrens developmental progress and activities they do with them. This is highly beneficial in enhancing further the high quality care and education which children receive.

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

The childminder has an exceptional understanding of how to support the children's learning and development and they make significant progress. The Early Years Foundation Stage is used very effectively to shape and inform her practice. A wide variety of adult-led activities are provided to complement children's self chosen play. Children regularly visit places of interest such as the beach, green areas, soft play facilities and the library. These outings provide them with additional opportunities to socialise with others, and to develop their awareness of the local community and the wider world. Children's individual learning and progress is consistently monitored and evaluated very effectively. Excellent use is made of observations and ongoing discussion with children and parents. Pertinent information is systematically recorded. This enables the childminder to build an exceedingly sound awareness of each child's capabilities and needs. She is highly skilled in identifying the next step to be taken to promote each child's learning very effectively. Children have access to a broad variety of resources and learning experiences. Planning is extremely flexible and responsive to children's individual interests and abilities. Children are able to develop a significant understanding of simple mathematical concepts such as, shape, size, colours, spatial awareness and numbers. Children's language and literacy skills are given high priority and they are encouraged to be vocal from a very young age. For example, babies babble extremely enthusiastically and are actively encouraged to make sounds. Their efforts are recognised and praised exceptionally readily by the childminder. Children enjoy sharing books with the childminder and listening to stories and have ample opportunities for mark making and developing their early writing skills. Children learn how things work, live and grow and about recycling and energy conservation. For instance, older children take turns to be the energy monitor and ensure electric lights are switched off when rooms are not in use.

Exceptionally warm, close relationships are evident between the childminder and the children for whom she cares and they turn to her readily for reassurance, comfort and guidance. Children's behaviour is extremely well managed through the use of age-appropriate strategies. They respond most positively and are very well behaved. The childminder helps to raise the children's awareness of safety. Simple explanations of the ground rules and gentle reminders are given to children as necessary. She talks to them about matters such as, stranger awareness, the safe use of toys and road safety. Hygiene standards are particularly high. Children are actively encouraged to adopt good hygiene practices, which are reinforced through regular routines. Relevant policies and procedures are used very effectively. For example, the childminder understands most clearly the action to be taken in respect of a sick or injured child, accident management and the administration of medication. Children's dietary needs are discussed in detail with parents. Children are offered a wide variety of nutritious meals and snacks. Fresh drinking water and other suitable drinks are available. The childminder ensures children have the opportunity to be physically active each day. For example, they go for walks and visit the local park each day. Indoors they enjoy dancing, keep fit and playing ring games. A broad variety of resources and equipment is provided to promote and enhance children's physical development and well-being. The childminder has a

superb understanding of how to support the children's learning and development and they make significant progress.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<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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