

Inspection report for early years provision

Unique reference number	305491
Inspection date	18/01/2011
Inspector	Donna 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.

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Description of the childminding

The childminder was registered in 1997. She lives with her husband and their son aged 15 years in the Fullwell area of Sunderland. The whole of the ground floor and two of the bedrooms located on the first floor of the childminder's house are used for childminding purposes. There is an enclosed yard for outside play. The family has two pet cats. The childminder works alongside an assistant at varied times. Both work from the childminder's home.

The childminder is registered to care for a maximum of six children under 8 years; of these, not more than 3 may be in the early years age group, and of these, not more than 1 may be under 1 year at any one time. When working with an assistant she may care for no more than eight children under eight years, of these, no more than six may be in the early years age group. There are currently 11 children who attend the childminder's home, of whom four are in the early years age group. The childminder operates on a Tuesday, Thursday and Friday from 7.45am to 6pm and on a Monday and a Wednesday from 7.45am to 4.45pm for 48 weeks of the year.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is a qualified social worker, has a NNEB. She recently obtained the Early Years Foundation degree and is working towards her BA in Education. She is a member of the local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder makes excellent provision for children in an extremely relaxed and homely environment. Systems for planning activities and observing children are excellent, ensuring all children make very good progress towards the early learning goals in relation to their starting points. The childminder demonstrates a very high commitment to providing an inclusive and welcoming environment for all children. Children benefit immensely through the excellent partnership established with parents and outside agencies that help support children's development and progress. 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:

- continue to develop the systems for summative assessments in order to track children's progress.

The effectiveness of leadership and management of the early years provision

An excellent range of very comprehensive policies and procedures support all aspects of the provision and as these are also shared with parents, promote a strong and effective working partnership with them. Children's welfare is further safeguarded; as the childminder has an excellent understanding of the indicators of abuse and knows the procedure to follow for reporting concerns. She ensures that all adults in the home and persons working on the premises have been suitably vetted. The childminder shows exemplary practice in promoting children's welfare. Children are safe and secure as the childminder places a very strong emphasis on their safety and well-being. The childminder organises her time exceptionally well to provide children with a very high level of individual support and constant supervision. There is a comprehensive record of risk assessments, which are regularly reviewed, along with daily checks of all areas. This enables the childminder to identify and address potential dangers within the home and garden quickly. Children practise fire drills regularly. This positively raises children's awareness and understanding of what to do in the event of a fire.

The childminder is very experienced; she has excellent organisational skills and is highly qualified. She is committed to caring for children and to improving the services she provides and outcomes for children. The childminder continues to develop her own professional qualifications, knowledge and understanding, which contributes to her successfully recognising her own strengths and areas for development to improve her practice. The childminder has highly effective systems in place to monitor the provision. Her evaluation of the service is insightful and rigorous and she has taken active steps to involve the parents, children and her assistant in the process. There were no recommendations raised at the last inspection. Children's play opportunities are maximised through the effective organisation of space, time and resources. The childminder demonstrates a commitment to caring for children with special educational needs and/or disabilities. She is proactive, in ensuring that she provides an inclusive environment so that all children can develop to their full potential. A very good range of interesting resources are independently available to children, which they access confidently enabling them to make choices and decisions about what they do.

Partnerships with parents are extremely well developed, and parents and carers are extremely complimentary about the operation of the setting. They express a high regard for the childminder and the welcoming and secure environment and flexible service provided. A high level of communication with parents, both written and verbal, means that children's individual needs are fully promoted. 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. The childminder has excellent links with other providers of the Early Years Foundation Stage and works in partnership

with them to complement children's care and learning.

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

This very experienced and skilled childminder has an excellent knowledge of each individual child's needs and interests and makes sure that she successfully promotes children's welfare and learning to a high standard. Children are very happy and content in the childminder's care. She provides an exceptionally warm, welcoming and caring environment in which all children and families are more than made welcomed. The childminder is very committed to childminding which means that all children are exceptionally well cared for and are making very good progress in all areas of their development. She has extensive knowledge of the Early Years Foundation Stage curriculum. She implements effective systems for observation, assessment and planning. Each child has their in-depth individual folders, with excellent reference to children's learning and how they are achieving each and every broad phase of development. There are samples of photos, and their art and craft work. Observations are comprehensive and clearly link to the areas of learning, children's next steps and planning. However, systems to develop summative assessments to track children's progress have not yet fully evolved.

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. Children are well settled and extremely confident in the childminder's home. The childminder constantly talks to babies, recounting what is happening as they reach out, bang and attempt to get hold of the hanging toys on the play gym or while being fed. They delight as she talks to them, they make none-verbal gestures, gurgling and giving her lots of smiles. This encourages young children's early language development. Babies thoroughly enjoy exploring and investigating the sensory toys as they shake, move and bang them. Babies often squeal with excitement and gain the childminder's attention by making noises and attempting to talk to her. The childminder provides lots of opportunities for children to play independently and cooperatively with each other. For example, as they fix the train track together or when they use the imaginary role play resources. 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. There is an extensive range of books which are easily accessible they are clearly enjoyed by the children both independently and with the childminder. This is complimented with trips to the local library and the use of simple 'story sacks' at local groups. Shopping trips to the supermarket provide opportunities for children to use their literacy and mathematical skills and understanding. They plan, gather and pay for the food needed for the next day's meals and snacks. They enthusiastically engage in more challenging activities for example, writing their own shopping list and menu to extend their enjoyment of role play. The childminder further extends children's skills to develop their independence by encouraging children to help prepare and

make their own snacks. Children are learning about diversity and the wider community through a variety of activities and resources, such as dressing up, dolls, food tasting, jigsaws and books. Activities around celebrations and special days, for example, Diwali, Halloween and Chinese New Year further develop children's awareness of diversity. In addition, they benefit from lots of interesting outings and opportunities for physical play, such as visits to the farms, wild fowl parks, adventure play grounds, museums, library, childminder drop-in groups and soft play areas. This develops their awareness of their local community and helps them develop socially. Children develop their skills in using technology throughout all areas of the childminder's home. They have access to musical and wind up toys and computers appropriate to their age. They are motivated in their learning and 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 why we must wash our hands. Children are learning to keep themselves safe as the childminder talks about road safety. In addition, they further learn about safety as they participate in activities and topics such as 'people who help us'. This has been supported by visits from the fire brigade, police, the vets and the road crossing patrol person. Thus, developing children's understanding and learning further. Children benefit from a varied diet, which includes nutritious home cooked meals. For example, fresh fruit and vegetables. 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. Babies and children respond positively to meaningful praise and sensitive encouragement.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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