

## Inspection report for early years provision

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<b>Unique reference number</b>	305576
<b>Inspection date</b>	01/02/2011
<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.

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## **Description of the childminding**

The childminder was registered in 2000. She lives with her husband, two adult children and youngest child aged 12 years in the High Barnes area of Sunderland, Tyne and Wear. The whole of the ground floor and first floor toilet is used for childminding. There is an enclosed yard at the rear of the house for outside play. The childminder cares for children on weekdays from 8am to 6pm for 48 weeks of the year.

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 range. She regularly works alongside two named assistants and when an assistant is present she may care for a maximum of 11 children under eight years at any one time, of whom no more than six may be in the early years range. She currently has eight children on roll who are in the early years range. The childminder also offers care to children aged over five years to 11 years and currently there are two children on roll in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She escorts children to and from the local school. She attends several childminder 'drop in' groups, toddler groups and her local Surestart Centre.

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

Overall the quality of the provision is outstanding.

Children are very warmly welcomed into an extremely friendly and exceptionally child-oriented home by the childminder, who is committed to meeting their individual needs in an inclusive environment. Children are highly motivated and enjoy a wealth of stimulating play experiences in this inspiring setting, and as a result, they are making excellent progress in their learning and development. The childminder and her assistants have developed a highly effective partnership where they complement each other very well and where they provide a wide range of stimulating resources to support and extend children's learning. Excellent partnerships are established with parents and with other settings. The childminder and her assistants rigorously monitor quality and continually make sustained improvements to their provision; they are truly committed to providing an inclusive environment, where all children receive the necessary support to ensure they make excellent progress.

## **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 tracking children's progress towards the early learning goals.

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

The childminder has an excellent understanding of safeguarding issues. There are effective vetting procedures, which ensure that all adults living on the premises or having contact with children are suitable to do so. For example, all adults hold relevant checks and clearances. Children's welfare is fully safeguarded because the childminder has an excellent understanding of her role and responsibilities in relation to child protection. She has attended training to update her knowledge and ensures that her policy is clearly shared with parents. The childminder demonstrates a sensitive awareness of possible indicators of abuse, together with a firm commitment to keeping children's welfare paramount. Thorough risk assessments and daily checking systems help to maintain a secure environment for children, where their safety is given the utmost priority. The arrangements for joint working ensure that children are well supervised at all times, while enabling them to make choices and try new challenges. Importantly, children play an active role in helping to keep themselves and others safe as they play and as part of daily routines. For example, children help to wash and clean the toys. Emergency evacuation procedures are practised regularly with children. Children have also taken part in visits to their local fire station to discuss fire safety, and group activities organised by the local community safety officer to discuss subjects such as 'stranger danger' and road safety. Records, policies and procedures are maintained effectively and very well organised, contributing to children's safety and welfare. The childminder has an exceptional knowledge of each child's backgrounds and needs. She raises children's awareness of diversity and equality extremely well through the use of resources, books and by answering questions in accordance with each child's level of understanding. Children also celebrate various cultural and religious festivals most recently the Chinese New Year, having lots of fun creating dragon's lanterns and tasting Chinese food.

The extremely well organised environment provides rich, varied and imaginative experiences that meet the needs of the children very well. Children enter to see welcoming posters and beautiful displays using digital photograph images and photographic displays in addition to their artwork. This supports their absolutely secure sense of belonging in the setting. Children's play opportunities are maximised through the effective organisation of space, time and resources. Child-friendly storage systems enable children to easily make choices about their play. This enhances their decision making and independence skills. The foundations children need to develop skills for the future are expertly provided for. Children are very much at the heart of this provision, where the childminder and assistants work together extremely effectively to support the safety, health and well-being of the children. They are very well organised and professional in their approach, with a firm commitment to the continuous development of their service, which is already of exceptionally high quality. The childminder has a wealth of experience but nevertheless she constantly enhances her practice by attending a wide range of training and making excellent use of support networks and professional literature. The childminder and her co-workers fully recognise the importance of critically reflecting on what they do in order to further improve outcomes for

children. The setting does not stand still as they continually plan for future improvements. For example, they have been focusing their attention on developing their outdoor area to provide a natural and magical space for children to play and learn and sensory resources for children under two years. The childminder also seeks parental feedback to produce an accurate self-evaluation. Parents complete regular questionnaires to give the childminder an optimal view of the service she provides.

The childminder builds exemplary partnerships with parents and with other settings involved in children's care, working very closely with them to meet children's individual needs. Excellent communication systems are in place, including attractive displays of important information around the home and the use of daily diary sheets and 'picture text messages' to supplement the ongoing dialogue with parents. Their views are sought on their children's starting points and parents' comments included in children's records. Development files are kept for each child. They include photographs of the children and are an impressive record of the child's activities and developmental achievements. The files are accessible for parents to look at or take home when they wish. Parental comments are extremely complimentary of the childminder. They comment 'the childminder always shows impeccable professionalism' and 'the broad range of activities is outstanding with children provided with incredible care'. The childminder has also forged partnerships with other providers to work with them to best meet the needs of the child. An effective partnership has been established with the local school, facilitating a 'seamless transition' for children between settings.

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

Children are very happy and settled with the childminder. Warm and caring relationships are established, which is reflected in the children's enthusiasm and eagerness to access all that is provided on a daily basis. They are offered a rich and stimulating environment where their individual interests and needs are valued and nurtured very effectively. This ensures children's ongoing progress through their self-assurance and confidence. The childminder has excellent written plans in place which are based on children's interests and cover all areas of learning. Observations are clearly linked to the early learning goals and are supported by photographic evidence. The childminder is using the observations to identify next steps in the children's learning. However, there is currently no formal assessment in place in order to track children's progress at a particular time. This is only a very minor issue as the childminder clearly knows children very well. Daily routines and activities are adapted effectively to ensure the needs of each child are met. An exemplary balance of adult led-activities and free play is provided. The childminder organises the day to ensure children experience an exceptional range of opportunities to promote their learning and development in fun and interesting ways. Good quality information is gathered from parents during the induction process, which enables the childminder to ascertain children's starting points. The childminder is highly skilled in extending children's learning, by providing activities that evolve from a child's special interest in a favourite toy or activity. For example, a child's interest in role play instigated the introduction of a handbag with the

contents mirroring what 'mummy' has in her bag at home.

Children's excellent varied experiences support and help them to develop a positive sense of themselves, to respect others and to develop their social skills, which promotes a positive disposition to learn. In addition a 'wow' board is displayed to record children's positive behaviour and achievements throughout the day which raises their self-esteem. The children are developing their skills in relation to sharing and taking turns and to play cooperatively. The childminder offers support for children's emotional well-being to help them to know themselves and what they can do. The ongoing positive praise and encouragement enable the children to take responsibility for how they behave. Regular visits to local childminding groups and community groups provide opportunities for children to develop their social skills and improve their concentration as they join in with larger group activities and play with children of similar ages. Children also visit numerous place of interest to extend their learning. For example, local museums and monuments. Children explore dams, water pouring activities and build dens at the local wildlife park. They have great fun exploring and investigating the 'sensory cave' playing with bubble tubes and a bubble screen at another local centre. Children particularly enjoy looking at books and having stories read by the childminder. She uses these opportunities to extend children's vocabulary asking them questions and introducing new words. This is complimented with trips to the local library. Children use their imagination very well through role play activities and develop their creativity as they access media such as paint, sand, 'gloop', porridge oats and play dough.

The childminder places a high emphasis on healthy eating and provides children with healthy and nutritious snacks of fresh and dried fruit. They are able to try new and interesting flavours, such as, fresh pineapple and mango. Nutritious lunches are provided and are prepared using fresh ingredients. Children develop an excellent understanding of healthy eating through activities such as cooking, growing and harvesting their own fruit and vegetables and food tasting sessions. They help to prepare food, such as, vegetable soup and butter their bread for snacks. They have regular opportunities to enjoy outdoor play and the childminder has extensively developed the range of activities and resources available to children in the garden. For example she has introduced a 'sensory wall'. Children develop early problem solving skills as they use guttering and weighing scales on the sensory wall.

Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events. They sponsor a child in India and discover the differences and similarities between their lives and hers. They also take part in several fund raising events to help children understand about others in our diverse society. The childminder introduces books and resources and speaks in French for children who have English as their second language. Children also learn about the Hindu festival Divali and have fun learning how to dress in a sari.

## 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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