

## Inspection report for early years provision

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<b>Unique reference number</b>	EY248450
<b>Inspection date</b>	11/03/2011
<b>Inspector</b>	Shirley Peart
<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 January 2003. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Blyth, Northumberland with her husband, who is also her co-childminder. The home is situated in a residential area close to local schools, a farm and a beach. The ground floor of the home and a bathroom and bedroom on the first floor are used for childminding. There is an enclosed rear yard for outdoor play and the children use the front garden only under supervision, as this separated from the house.

The childminder is registered to take a maximum of six children aged under eight years when working alone and a maximum of 12 children when working together with her co-childminder. Overnight care is available for no more than three children, of whom two may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to five children aged over five years. She is a member of the National Childminding Association. There are four pet cats and two pet rabbits on the premises.

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

Overall the quality of the provision is outstanding.

Children play in a highly stimulating, welcoming and safe environment. They are looked after by a devoted childminder who meets their individual care, learning and welfare needs exceptionally well. A fully inclusive provision is provided where the uniqueness of each child is recognised and highly valued. Therefore, children are very settled and make excellent progress. Partnerships with parents and other professionals are very good, ensuring that sharing of relevant information supports children extremely well. She has used self-evaluation well to enable her to assess strengths and areas of development and ensure that the setting continually improves.

## **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 use the self-evaluation process as a means of regular internal review.

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

The childminder has an excellent understanding of safeguarding and is well aware of her responsibilities in this area. She has all contact details available should she

need to report concerns about a child, and parents are made aware of her safeguarding policy. She works closely with her husband, who is her co-childminder, and both have relevant clearances through Ofsted. Daily safety checks on the premises and the written risk assessment further support children's welfare and safety. The self-evaluation form has been completed to show the strengths and areas identified for development. She has also completed an abundance of relevant courses to update her knowledge, thus demonstrating a high commitment to continuous improvement. The childminder has addressed the one recommendation from the last inspection which has improved the organisation of the environment for the children. The home is extremely well set up so that children make independent choices and decisions about what they want to do and where they want to play. The dedicated playroom is bright, cheerful and very well equipped with sturdy child size furniture and an abundance of resources stored in labelled boxes with pictures and words.

Children gain an excellent awareness of other cultures and practices as there are a very good range of resources and well-planned activities to support their learning and understanding in this area. For example, children dress up in traditional Arab or Chinese outfits and take part in food making and tasting sessions for specific festivals, such as Chinese New Year or an Italian day. The childminder and co-childminder regularly care for children with additional needs as they are short term respite carers for the local authority, therefore, demonstrating a competent approach to caring for children with complex needs and providing a fully inclusive environment where all children are welcomed.

The childminder works extremely well with parents. She provides a comprehensive welcome pack, which also contains good information for children, such as fun safety puzzles, and there is a notice board with a wide variety of relevant information for parents. She collects 'all about me' information from the parents to show how the child's family is set up, what they like to do, routines and food preferences. As well as regular verbal exchanges, she completes a 'my first week at the childminder's' sheet to show what children enjoyed and how they are settling in. Feedback from parents is highly positive and comments include, 'my child loves coming to your house', 'she has great things to say about you' and 'you are brilliant and professional.' The childminder demonstrates that she is very well prepared to take on any new children by liaising closely with parents and relevant professionals, such as a portage worker and children's services, drawing up clear plans for their care. This ensures highly effective partnership working to provide continuity and coherence to meet the individual needs of children.

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

The childminder has established that working under the Early Years Foundation Stage requirements was not really a big change for her. Therefore, her understanding and practice is reflected in the exceptional recording in the children's learning journeys that she keeps on each child, which show the excellent progress that they make. Parents are encouraged to view and contribute to their child's learning information at any time. She observes the children using the 'look,

listen and note' method, which gives her an insight into children's stages of development and helps her to plan for the next steps of learning and address any concerns. This helps her to develop a personal plan which is tailored to suit each child's stage of development, interests and needs, and to plan activities through play.

Children clearly enjoy their time with her as she is a lively and enthusiastic childminder, which inspires the children. For example, when she impulsively sings or uses sign language and children join in, happily interacting and communicating extremely well with her. They benefit well from spontaneous, natural cuddles and she praises their efforts so that they feel safe, secure and have a high sense of belonging. They talk about significant events, such as, what they planted in the garden and what the bulbs will grow into, so that children remember and recall that they will see daffodils sprouting soon. This promotes their language for thinking extremely well. She anticipates children's needs and they receive lots of positive attention and stimulation so that they make independent decisions, such as, which outfit and shoes they want to dress up in.

The childminder treats children as unique individuals and their health, wellbeing and emotional needs are exceptionally well met. For example, she recognises when children need some quiet settling-in time and they sit comfortably on the settee with her, a blanket and their favourite toy, so that they feel very settled and secure. Older pre-school children join in lively conversations with her about what makes them healthy and strong and she helps them to understand the changes in their heartbeat after they have been exercising and when they are asleep. They tell her that they are strong because they eat their carrots and make gestures stating, 'feel my muscles,' demonstrating an excellent understanding of their own health and bodily awareness. Regular practices, such as, ensuring that the main outdoor gate is securely locked so children can choose to play indoors or out freely, promotes their safety extremely well. They are also involved in role play to help them become aware of risks; they listen to stories and use resources, such as high visibility tabards, outside of the home when necessary. The childminder has all the safety equipment she needs, including extra equipment when children stay overnight, so that a safe environment is provided for the children at all times.

## 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

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>	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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