

Inspection report for early years provision

Unique reference number	EY361768
Inspection date	16/03/2011
Inspector	Lindsey Pollock

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 2007. She lives in Ingleby Barwick with her husband and daughter aged eight years old. The whole of the ground floor of the childminder's home is used for childcare. There is an enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children on roll in this age group who attend at various times. She also provides care for older children. The childminder cares for children Monday to Friday, all year round. The childminder holds a current paediatric first aid certificate. The family have two rabbits.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making exceptional progress in their learning and development. The excellent partnerships with parents ensure continuity in children's care as all parties work successfully together. The childminder is dedicated to providing high quality childcare. She provides a very inclusive service, taking great care to ensure that all children are fully involved and have the opportunity to make choices and influence activities. She accesses a wealth of professional development opportunities to improve her skills further. Self-evaluation is thorough and helps to maintain the very high standards of childcare. Consequently, the capacity to maintaining improvement is outstanding.

What steps need to be taken to improve provision further?

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

- monitoring and develop the provision to maintain the already high standards.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding issues. She attends regular training so she can be sure she is knowledgeable of current procedures. All policies, procedures and documents are in place and are maintained to a high standard. This ensures the regulations and requirements of registration are being met at all times. Safety is seen as a priority. Thorough risk assessments are carried out in all areas including the outdoors and any trips that the children go on. Evacuation drills are carried out at various times to ensure that all children of all ages are aware of the procedures to follow should an incident

occur. All adults in the household have been vetted to ensure they are suitable. All visitors are required to sign in and out, ensuring an accurate record of everyone coming into contact with the children is maintained for their safety.

The childminder is very committed to her own professional development. She has completed a Level 3 in childcare and continues to access training and support through her Local Authority. She evaluates her practice extensively, identifying what she does well and any areas for further improvement. Parents and children are fully involved in this process and help shape the provision. The childminder places the promotion of equality of opportunity at the heart of all her work. She has an exceptional knowledge of each child's needs which helps her to ensure they receive high levels of support at an early stage. Her knowledge about different cultures is up-to-date enabling her to provide a range of stimulating activities to raise children's awareness and appreciation of diversity. Furniture, equipment and toys are of high quality and are used successfully to promote children's welfare and learning and development. She is extremely well organised so that children enjoy and benefit from a day that runs smoothly and efficiently. She makes the most of the time when older children are at nursery to offer one to one support to the youngest children.

Partnerships with parents are strong. Parents receive a comprehensive welcome pack including written policies and information about the setting. The information provided to parents about children's learning and development is exceptional. Highly informative diaries include photographs of what children have done that week and comprehensive learning journals show the exceptional progress children are making in their learning. Parents are encouraged to complete questionnaires and contribute to the diaries and learning journals. They speak very highly of the provision including comments, such as, 'I can't believe how much my child has progressed' and 'my child has a wonderful time at the childminder's'. Strong liaison with other settings and schools ensures effective sharing of information to promote continuity in children's learning.

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

The childminder has an excellent understanding of the Early Years Foundation Stage learning, development and welfare requirements. She is skilled in planning activities to promote all areas of learning. Children's significant progress towards the early learning goals is documented and monitored in their learning journals. The childminder uses information from these observations and assessments to successfully plan the next steps in children's learning. She ensures additional learning or development needs are identified and supported. Planning is flexible and is often adapted to meet the individual needs and interests of children. Children are very settled and happy. They have great fun with the childminder and approach her confidently and with much affection.

Children are sociable and friendly. They regularly attend groups where they meet

with other children and access additional well-planned activities in venues such as children's centres. They are becoming highly competent in communicating, speaking and listening. They chat happily as they play and converse confidently with the childminder, listening to what she says to them. They love books and look at these independently, with the childminder and with each other. The children know that information, such as, recipes and gardening information can be retrieved from books and use these successfully during activities. Their understanding of problem solving, reasoning and numeracy is developing extremely well. The childminder skilfully raises this understanding throughout all activities. For example, the children help her to count the rings on a tree stump to see how old the tree is. She supports them in fun number games such as 'bingo' as they cross their numbers off with their 'dabbers'. They love nature, for example, exploring and investigating the life cycles of frogs and butterflies. They enjoy a vast range of creative activities and use a wide range of different materials. There are many opportunities for children to develop their physical skills. They use equipment in the childminder's garden and at groups and when time allows they enjoy trips to swimming pools. Consequently, they are developing an exceptional awareness of the importance of exercise in maintaining a healthy lifestyle. They are learning about the importance of helping others less fortunate than themselves. They participate in fund raising events and also help the local children's hospice. There are a wealth of opportunities for them to learn about the wider world, as they participate in a wealth of outings in the local community and further afield.

The childminder works hard to raise children's understanding of how to keep themselves safe. For example, as well as discussing road safety on a daily basis, she organises role play sessions where they practise crossing roads. They are increasingly knowledgeable about which foods are good for them. The childminder is a qualified food technologist and uses her expertise to teach children about healthy food and nutrition. They enjoy working on their allotment where they grow their own vegetables. The childminder has an extremely positive attitude to managing children's behaviour. Children receive consistent praise during their play, encouragement for all achievements and are encouraged to share and take turns.

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

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

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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