

## Inspection report for early years provision

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<b>Unique reference number</b>	259147
<b>Inspection date</b>	03/06/2009
<b>Inspector</b>	Tracey Marie Boland
<b>Type of setting</b>	Childminder

## 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.

## **Description of the childminding**

The childminder was registered in 2001. She lives with her family in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and first floor bathroom is used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to parks and places of interest and they enjoy walks in the local community. They also attend groups that operate in the local area.

There are six children currently on roll. The childminder is registered to care for six children at any one time. When working with another childminder she may care for no more than eight children under eight years. There are currently three children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. Access to the setting is via a small step and the bathroom is on the first floor. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

## **Overall effectiveness of the early years provision**

Overall the provision is outstanding. The childminder provides excellent experiences for children in the Early Years Foundation Stage (EYFS) through her detailed knowledge and understanding of how children learn and play and the wide ranging play experiences and opportunities she provides for them. Her practice is extremely effective in ensuring that all children are well integrated and achieving as much as they can. Exemplary partnerships have been forged between parents and carers and the childminder's understanding of children's individual needs are ensures they are consistently met and children are safe. Through ongoing training and the evaluation of her practice she continues to provide consistent high quality care and education for all children cared for.

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

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

- drawing on the full range of safety information available to support the ongoing assessment of risks.

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

The childminder's strong organisational skills, experience and continued reading of documentation and legislation ensures the consistent development of the service she provides. She continually improves her childcare and all round practice in a vast range of training. A wide range of comprehensive written policies and procedures underpin her knowledge, ensure that parents are well informed and children's individual needs are fully met. Working alongside another childminder, she has clear strategies in place to enable her to identify her key strengths and targets to ensure continuous improvement.

Extensive information is obtained from parents about their child, their learning and development and the significant people in their lives, such as grandparents. Excellent partnerships are established between the childminder, parents and other professionals involved in each child's care. The daily exchange of information, both verbally and written, ensures that children's changing needs are continually supported. The childminder obtains detailed information about each child's starting points in their learning which is used alongside her own observations to plan for their ongoing progress and development. All records are meticulously held and accessible at all times for parents viewing. Photographs further compound the vast learning opportunities provided for each child. All children receive high levels of supervision and superb individual attention.

Children are exceptionally well safeguarded as the childminder has an excellent understanding of her role and responsibilities with regard to protecting children in her care. She has successfully completed child protection training and has an excellent awareness of the procedures to follow should she be concerned about a child in her care. Thorough vetting procedures are followed to ensure children are cared for by suitable people and purposeful risk assessments are completed and continual systematic routines for reviewing them ensure children are kept safe at all times. She continually monitors her practice and continually assesses whether her safety procedures ensure optimum safety for the children at all times.

## **The quality and standards of the early years provision**

Children are cared for in a very welcoming, child-orientated and relaxed environment where an extensive variety of resources, toys and equipment are easily accessible and safely stored. Every child is valued as an individual and receive loving care and attention that reflects their specific needs. The childminder is proactive in her approach to the effective implementation of the EYFS. Children enjoy the creative learning environment and, coupled with the childminder's accurate understanding and knowledge of how children learn through play, ensures they continually exceed progress towards the early learning goals. Children are very relaxed, motivated and confident in the childminder's care. Relationships are exceptional and their high levels of self-confidence and feeling of belonging is unmistakable.

Planning for children is detailed, purposeful, challenging and used as a working

document allowing flexibility and spontaneity and enabling the childminder to respond to children's individual interests, therefore capturing their enthusiasm. The childminder uses her detailed observations to identify future learning needs and plan for the next steps in their learning.

Children's independence is encouraged and support and guidance given to all, especially the young, less confident children in her care. Their understanding, thought processes and language skills are continually enhanced through the childminder's challenging questioning. She is actively involved in the children's play which is recorded on discs for their parents and which are also viewed eagerly by the children and they chatter excitedly about what they have been involved in and who they can see in the pictures.

Children learn about their overall health and well-being through activities that focus on healthy eating, personal care and exercise. They use mirrors to observe themselves, looking at their facial features and create detailed observational drawings of what they see. Outdoors they continually develop their control and co-ordination and large physical skills through climbing on large equipment. Children are enthusiastic and excited when looking at books. Their enjoyment of the 'Gruffalo' story is very apparent and they enjoy spending time looking for him in woods they visit. They are actively involved in collecting resources that reflect characters which are included in the book and are developing a story sac, which they will use to retell the story in their own words.

Children learn the importance of keeping themselves safe and practise road safety whilst out walking and understand the need to listen carefully at all times to the childminder when out in the car. Children are made aware of the emergency escape procedures and practise the fire drill regularly. They are mindful of each other also and move safely and confidently between the home and garden.

Children's understanding of the living, natural world is consistently encouraged through the activities relating to plants, insects and flowers. Children's interest in bugs and insects has been nurtured through planting flowers to encourage the insects into the garden. This has rapidly developed further as they planted pumpkins, potatoes, cucumbers, carrots, tomatoes, peppers and broccoli in pots. The children monitor their growth, observing them, feeding them, measuring them, touching, feeling and smelling them. Their enthusiasm of growing the plants has also extended to their local early years setting and the settings work cohesively to compound the children's knowledge of how things grow.

Children involved in celebrations throughout the year and excellent, positive images and information is given to children about similarities and differences. Questions asked by the children are answered at the children's level to ensure their understanding and knowledge is increased. Resources are in dual languages and key words are displayed throughout the home. Children talk about their grandparents and where they live as some are in Germany, Switzerland and Malaysia. Resources are excellent and accurately reflect positive images of race, culture, gender and ability and are accessible at all times to the children. Pictures, posters, books, puzzles, small world figures and role play/dressing up are provided. Although there are no children currently attending who have learning difficulties

and/or disabilities, the childminder is confident in providing care which fully includes them in the life of the setting. Consequently, children thrive in a very supportive environment where their learning and progress is maximised.

Children's good health is promoted very well throughout the day in the consistent routines that are followed which help prevent the spread of infection and encourage children to develop good hygiene habits. Nutritious, wholesome meals are freshly prepared each day, respecting each child's dietary and religious preferences and fresh drinking water is freely available throughout the day. The childminder works cohesively with parents to ensure that mealtimes and the foods provided are reflective of their cultural preferences and children enjoy mealtimes which are relaxed, comfortable and continually enhance their social skills. The childminder sits with the children, offering support where needed and encourages good manners.

Children's behaviour is excellent. The childminder consistently encourages the children's understanding of good behaviour and is a very positive role model for them. Children show respect towards each other and have a good understanding of the need to share, take turns and be kind to one another. Children behave in a manner that is supportive to their learning. Their confidence and self-esteem is consistently encouraged through the praise and encouragement they receive for their achievements and 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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