

## Inspection report for early years provision

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<b>Unique reference number</b>	EY290741
<b>Inspection date</b>	12/02/2009
<b>Inspector</b>	Lucy Showell
<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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2004. She lives with her husband and two children in a residential area close to Rugby town centre. There are shops and schools within easy walking distance. The whole of the ground floor and an upstairs bedroom and bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings, including regular attendances at local carer and toddler groups. The family have a dog, rabbit and hamster.

The childminder is registered on the Early Years Register to care for six children at any one time. There are currently two children attending who are within the early years age range, both of whom attend on a part-time basis. The childminder also offers care before and after school and in holidays to children aged over five 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. 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**

All children flourish in this successfully relaxed, welcoming environment. The childminder makes excellent provision through clear dedication and highly valued partnerships with parents and others ensuring individual needs are closely met. The proficient and accurate systems of monitoring and assessment show considerable capacity to maintain continuous improvement. Following identification for further developments, imaginative and resourceful ideas are implemented which enable the childminder to accomplish the outstanding quality and ensure all requirements of the Early Years Foundation Stage (EYFS) are met exceptionally well.

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

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

- refine the assessment arrangements to show children's progression through the areas of learning and development.

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

The childminder maintains wide-ranging and thorough policies, procedures and records to support the safe, effective management of the provision and to

safeguard all children. For example, detailed risk assessments are carried out and recorded effectively, daily records are accurately maintained and all policies and procedures are discussed and agreed with by parents. Robust systems for continued professional development such as taking part in a pilot scheme to gain a Level 3 qualification in EYFS, supports the highly motivated approach of the childminder. She has successfully addressed recommendations raised at her previous inspection and constructive methods of self-evaluation have enabled the valued opinions of parents and children to be listened to and acted upon.

The childminder works closely with two other registered childminders providing consistency and cover for holidays or sickness and enabling children to access a variety of exiting opportunities with their peers at social gatherings. Together they review and devise all relevant documentation and share knowledge and examples of excellent practice effectively following any training and advice given. The considerable importance the childminder gives to the partnerships with parents is inspiring. Her supportive, caring nature and proactive methods of communication ensure all parents, carers, grandparents and siblings are clearly involved at the setting.

She is highly committed to providing a fully inclusive provision and goes over and above to ensure that all children's needs are met. She is a community childminder and is currently working towards gaining her accreditation. Children with learning difficulties and/or disabilities are fully involved at the setting as she adapts the environment and experiences to meet all children's requirements. She actively seeks advice, support and attends regular meetings at the local school with teachers and other childhood professionals to assess and agree systems to benefit individual children.

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

Children's welfare is extensively promoted within this highly safe, secure environment. The childminder's constant and efficient systems for monitoring safety ensure that children are not at risk. Older children learn about their own and other's safety through purposeful experiences such as discussions about bullying and observing appropriate safety practices such as fire awareness and road safety. A very clean and hygienic environment is maintained. Children are successfully encouraged to develop their own personal hygiene skills such as independent toileting and meticulous procedures are followed with regard to nappy changes. Children learn the importance of healthy eating as they choose freely from a variety of savoury and fresh fruit snacks, select from their packed lunches or enjoy a home-cooked meal in the evening.

All children thrive in this vibrant and child-centred atmosphere. They benefit significantly from the successful balance of adult-led, freely-chosen and child-led activities. The childminder organises the space imaginatively allowing children to explore and investigate the wide ranging experiences on offer. For example, the recently completed extension provides a bright and open area where children can complete activities at the table, sit quietly to look at books, climb through into a pop-up tent or look at examples of their own creations which decorate the rooms.

Young children eagerly enter the room and become quickly engrossed in shaving foam play as they squeeze it between their fingers, wipe it over the walls and clap their hands together to make it 'fly'. They select a variety of resources from low-level storage units and show great excitement as they sit with the childminder looking at extensive photographs of themselves and their peers, reminiscing about special events and memories.

The childminder interacts skilfully with the children extending discussions and challenging the children with realistic achievements across the six areas of learning and development. She has clear and considerate knowledge of individual children which is informed by valuable systematic and spontaneous observations. These, along with photographs and samples of children's creations, are recorded in individual 'learning journeys', although not with clear regard to the areas of learning and development. Planning is very flexible; activities and experiences are adapted to reflect children's interests. Older children discuss and decide what activities they would like to do whilst at the setting and are making plans for holiday activities. They have also recently completed a plan to improve the garden, including seating, sensory and planting areas, a rabbit run and large physical equipment such as a sunken trampoline, which is intended to provide children with an 'outdoor classroom'. The funding for this has just been agreed and work, which will safely include the children, is due to start shortly and the children are looking forward to growing fruit and vegetables.

## 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.