

## Inspection report for early years provision

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<b>Unique reference number</b>	510404
<b>Inspection date</b>	27/02/2009
<b>Inspector</b>	Hayley Lapworth
<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 1999. She lives with her husband and two children aged ten and seven years. They live in a house in the Ernesford Grange area of Coventry. The whole of the ground floor is used for childminding along with the two small bedrooms and the bathroom upstairs. The premises is accessible; there are stairs leading to the first floor and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight at any one time, three of these can be within the Early Years Foundation Stage (EYFS). There are currently seven children on roll, all of whom attend on a part-time basis. The family has a pet guinea pig.

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

Overall the provision is outstanding. The childminder has an extremely competent understanding of the Early Years Foundation Stage; children's learning, development and welfare is successfully promoted throughout this high quality provision. She works very closely with parents and carers and makes strong links with other settings to ensure that her practice is fully inclusive. Children relish their time in this setting and have heaps of fun. They are very well cared for and they take part in an exciting and purposeful range of stimulating activities that support their learning and development extremely well. The childminder constantly assesses the provision using a variety of methods to evaluate her service, including a self-evaluation form. In addition she has devised a good questionnaire and actively encourages feedback from parents and their children.

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

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

- consider the methods used to involve parents in the process of evaluating the service.

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

The children benefit from the childminder's strong commitment to training which allows her to constantly improve the care she provides. She has completed an NVQ Level 3 qualification in childcare. She has a wealth of experience in childminding and has attended short training courses where she has developed her knowledge and expertise. The 'Birth to three matters' framework was successfully introduced and she has keenly embraced the introduction of the Early Years Foundation Stage. She uses the guidance to build on the extensive range of activities and

opportunities currently enjoyed by the children. The childminder is extremely conscientious and assesses her practice identifying her strengths and weaknesses. She provides a high quality provision and introduces methods and procedures to bring about change. She effectively engages the children and their parents to look at where she can improve. However, the questionnaire she uses with parents in some areas could be further developed to ensure they are fully involved.

The childminder has developed extensive policies and procedures and follows these to ensure children are safeguarded. For example, she has considered the impact upon her service in the event of a national emergency and requests all visitors to her home sign the visitor's record. The childminder is superbly well organised. Many detailed risk assessments are undertaken to enhance children's safety while in the home, garden and on outings. She presents her documentation methodically and develops effective systems for sharing information with parents, as well as preparing activities and planning her day to ensure children benefit from her full attention and support while in her care.

Parents at this setting hold the childminder in very high regard. She works hard to develop effective partnerships with parents in the early days and ongoing through informal discussions at both ends of the day. More formal methods are also in place, such as displaying 'current news' and 'topics' along with providing them with quality information about the EYFS and the six areas of learning. An abundance of digital photographs are taken of the children enjoying a multitude of experiences and challenges, all of which are effectively shared with their parents.

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

Children are at ease and extremely comfortable and settled in their surroundings. They are enthusiastic and move freely around all areas of the home regularly selecting their own play. They especially enjoy experiencing play inside and outside in the free-flow environment the childminder has created. Children are articulate and sociable with visitors. They develop strong relationships with the childminder, her family and other children in her care. Children's behaviour is exemplary; they respond quickly to the childminder in a positive manner, for example, following instructions about how to keep themselves safe when carrying scissors. They are keen to chat and share their experiences prompted by the rolling display of digital photographs which shows them having fun in the home and community. The childminder displays samples of children's work throughout the ground floor of the home and in their individual folders that she makes easily accessible to them and their parents. Consequently, this enables children to develop pride in their achievements and constantly learn and talk about their experiences.

The childminder follows robust procedures for ensuring the safety and health of children at all times, including providing many opportunities to spend time outdoors and learn about foods which are good for our bodies. They take part in growing vegetables and visiting fruit farms where they experience a ride on a tractor and help to select a pumpkin in time to celebrate Halloween. The childminder liaises closely with parents to find out individual children's dietary needs and meets these consistently. Mealtimes are sociable occasions, when

children of all ages sit together with the childminder. They are warmly encouraged to talk about their time in pre-school and their home life, regularly sharing a joke or two.

Assessments are effective and secure showing children's next steps in their learning. The childminder makes regular planned and spontaneous observations of the children's play. As a result their progress towards the early learning goals is significantly enhanced. The childminder has a wealth of knowledge about how young children learn and she places a strong emphasis upon them learning through first hand experiences. She knows their individual interests extremely well indeed and about events in their lives. They learn about religion and cultural differences as she creates exciting experiences through methods, such as role play. This enables them to experience situations they are less familiar with. This is best demonstrated by the way she enabled the children to take part in a wedding ceremony, by providing jewellery and dressing-up gowns and supporting them through a scenario of 'being the bride'. This helps them to develop a secure understanding of the world we live in.

## 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?	2
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?	2
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**

Since the last inspection there have been no complaints made to Ofsted.

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.