

Inspection report for early years provision

Unique reference number	224274
Inspection date	13/02/2009
Inspector	Tracey Marie Boland

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.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and two adult children in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor, the first floor bathroom and small office are used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to places of interest, including regular attendances at the local carer and toddler groups. The family have a dog.

There are four children currently on roll. The childminder is registered to care for six children at any one time and eight when working with an assistant. There are currently three children attending who are within the early years age range, one who attends full time and the others whom attend on a part-time basis. The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities and who speak English as an additional language. There is direct access to the setting, with a small step into the home. She 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 ensures children are very well supported and encouraged to progress effectively in the Early Years Foundation Stage (EYFS) through the stimulating, child-focused environment she provides. All children and parents are welcomed, valued and seen as individuals. The childminder is proactive in her approach to inclusion and each child's needs are known, respected and their routines integrated into the day. Excellent information obtained from parents ensures that their continuing needs are met and she is able to focus on children's initial starting points in their learning and their future development. Effective systems for planning, observing and assessing the children have been implemented and parents are fully informed and involved in their child's day. Through the childminder's ongoing evaluation and reviewing of her practice and care she is able to accurately monitor areas of strength and development, which ensures children's ever changing needs are consistently met. Most safety issues within the home have been addressed and security is very good.

What steps need to be taken to improve provision further?

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

- ensure risk assessments include the use of drawing pins.

The leadership and management of the early years provision

The childminder has an excellent understanding of her responsibility with regard to the implementation the welfare requirements within the EYFS. She demonstrates a commitment to continually developing her knowledge and skills in the childcare field and attends training courses to ensure she is fully informed of current legislation and good practice.

Excellent partnerships have been formed with parents and other professionals involved in the children's lives such as schools and pre-school groups. The childminder has built links to ensure that written information and verbal communication is transferred from each setting, therefore, effectively meeting children's needs. Comprehensive written policies and procedures are shared with parents which reflects the care provided and clearly informs them of the ethos of the setting. Children's health and welfare needs are discussed in detail and time spent planning for each child ensures that those needs are consistently met. Photographs further compound parents understanding of their child's achievements as they reflect the wide variety of activities children take part in. A digital photograph frame continually displays the children involved in their activities. Purposeful systems for planning are in place and take account of spontaneous situations such as the recent downfall of snow, where activities were altered to enable the children's interest and curiosity about the outdoors to be pursued.

The childminder has an excellent understanding of her role and responsibility to protect children from abuse and neglect. She is very well-informed of her safeguarding responsibilities, which are shared with parents through discussion and the comprehensive child protection policy. Children's safety in all areas is paramount to the childminder, although, the use of drawing pins to display information poses a potential risk to children. When out, the childminder's commitment to detail is immense. Contact information for the children and the childminder is carried at all times, emergency clothing, food and drinks are also carried. Fluorescent wristbands ensure children are visible to all and their own personal safety is continually reinforced to the children. Space and resources are well organised and the childminder ensures that resources effectively meet the needs and individual requirements of the children, supporting their ages and stages of development. The childminder is fully aware of her responsibilities with regard to supervision both inside the home and when outdoors.

The quality and standards of the early years provision

Children are happy, relaxed and settled; interaction with the childminder and her assistant is excellent. Their sense of belonging is developed and maintained through a gradual settling in process where time is spent purposefully to ensure each child's needs, likes and routines are known. Children access an extensive variety of interesting, stimulating and challenging activities which encourage their natural curiosity as learners. They confidently self-select resources from boxes that encourage their letter recognition through labelling and pictures for the younger

children in the group. Children's behaviour is very good and they are kind, courteous and are learning to share and take turns in play. The childminder encourages good behaviour through the gentle reminders she gives during play and is a good role model. The 'house rules' are displayed and include eating and drinking at the table, treating the furniture with respect, taking off shoes, playing nicely with the toys, sharing and being polite.

Children learn the importance of keeping safe as they play within a secure environment. This is further compounded by the clear boundaries that are in place within the home. When out, they learn the importance of road safety and are aware of stranger danger. Risk assessments are completed for every place they visit. Children's confidence is encouraged as they move within the space available to them and their ability to self-select resources is enhanced through the clear labelling of boxed resources, which are at child-height. A large comfy sofa allows them to relax and share stories with the childminder and her assistant or to sit quietly and read alone. Children's health needs are very well met. They understand the importance of keeping themselves clean as they wash their hands before snack and after outdoor play to prevent the spread of germs. Children enjoy a varied range of nutritious packed lunches which are provided by their parents. Fresh fruit is provided during the day, which takes account of specific dietary likes and dislikes.

The childminder demonstrates an excellent knowledge of the needs of the children she cares for, recognising their likes, dislikes and interests and effectively incorporates these into her planning. Children's all around needs are discussed with parents at the onset of care, which enables her to gain a good understanding of the initial starting points in their learning. Detailed observations and assessments reflect children's progress, achievements and enables their emerging abilities to be effectively challenged and nurtured. All of which is shared with parents.

The childminder and her assistant have formed extremely good relationships with the children and interaction between them is excellent. Both are enthusiastic in their approach to providing a stimulating environment for children; they challenge and extend children's thought processes and language development through the conversations and questions they pose to the children. There is a good balance of adult-led and child-initiated activities and children are animated in their play, recalling things they have done at home and re-enacting them with the childminder. They excitedly talk about the photographs they see changing on the digital photograph frame; pointing out their friends and the activities they are completing. Children regularly visit places of interest and thoroughly enjoy socialising at the groups they attend. They enjoy walks in the local community where they embrace nature, make shelters in a local wooded area, collect leaves and cones and make collages with them, talking about the living world. This is then compounded when planting and growing seeds, plants and vegetables which they then eat having charted their development and progress.

Children learn the vast spectrum of colours. Play and activities reflect the colour they have learnt. For example, green jelly play, using green paint to make handprints and then identifying items that are green when they are out. This then

continues in their own home where they are encouraged to try healthy green foods such as broccoli, grapes and Brussels sprouts.

Children learn about different cultures and beliefs through the celebration of festivals throughout the world. They enjoy identifying foods, drawing maps and relating that to their homes, looking at similarities and differences. Through the excellent range of books and resources available, they also learn about feelings and emotions, which links back to their understanding of caring and being kind to each other. Counting, letter recognition, colours and shapes are reflected around the setting and the childminder seizes spontaneous situations to reinforce these in play and conversation.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met