

Inspection report for early years provision

Unique reference number	504849
Inspection date	11/06/2009
Inspector	Ann Doreen Burford
Type of setting	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 has been registered since 1998. She lives with her husband and two children aged 17 and 13. Their house is in the Mount Nod area of Coventry. There is a primary school, pre-school and toddler group within walking distance. The whole of the ground floor and the toilet facilities on the first floor are used for childminding. Access is via a step to the front of the property and the back garden. There is a fully enclosed garden available for outside play. The family have no pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She 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 attends the local carer and toddler group on a regular basis. She holds a Level 3 qualification and has just completed a BA (Hons) Early Childhood Studies in Education. The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network linked to Sure Start, Tile Hill, Coventry Children's Centre.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children make excellent progress towards the early learning goals and their welfare needs are exceptionally well met. There is a personalised learning programme for each child which means inclusion is promoted as children become confident and enjoy the vast range of inspirational activities. The childminder aims high and effectively applies her newly gained knowledge into her daily practice. This aids her ability to continually improve the service she provides for families and children. She has made many improvements and has strategies in place to evaluate her practice, although this is not always consistently completed.

What steps need to be taken to improve provision further?

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

- review the system for evaluating the outcomes for children identifying future priorities for improvement.

The leadership and management of the early years provision

Since the last inspection, the childminder has completed training and holds a Level 3 qualification and has just completed a degree in Early Childhood Studies in

Education. This has greatly improved her own knowledge and understanding of current early childhood theories and best practice. The childminder reflects on her own strengths and weaknesses. She identifies these by talking to other local childminders through her association with a local childminder's network. Her strategies to identify improvements for the learning and development include liaising with the local school staff, however her system to evaluate the activities is not always consistently completed.

Children benefit from the exceptional partnerships between the childminder and parents. The childminder has made a range of book bags that parents can borrow. Each bag has a book where parents can record their comments and evaluations which enables this service to be continually improved and expanded. Parents are provided with a wealth of information about the childminding service and other relevant childcare issues such as health protection and infection control information. Parents comment that children flourish under the childminder's care because of the attention she pays to their welfare and development. They say she always 'goes the extra mile' in meeting the family and children's needs. Excellent communication keeps parents well informed and involved in their child's development. Parents provide detailed information on children's starting points and preferences. Parents appreciate the time the childminder takes to clarify parental concerns and questions. The childminder also has strong links with the local children's centre, other childminders and the local school. She uses these associations to develop her service and ensure the best practice is delivered for the children in her care.

Safeguarding children remains a priority for this childminder. She has completed in-depth training on how to protect children and has relevant referral agency contact numbers readily available to use should she have a concern about any of the children in her care. Thorough risk assessments are regularly completed to identify hazards and steps are taken to ensure the premises are maintained to a safe standard. Children are taken on a variety of outings so the childminder familiarises herself with the locations' rules and their health and safety practice to protect children without impacting on their enjoyment of the occasion. High levels of supervision is maintained on outings because the childminder takes an assistant so safety is fully promoted whilst children thoroughly enjoy themselves. Changes have been made to the back garden, thereby improving children's safety when playing in the back garden.

The quality and standards of the early years provision

The wonderful learning environment helps children progress towards the early learning goals. They regularly visits local toddler groups at children's centre and other local facilities. The childminder has converted one of her ground floor rooms into a playroom that is stimulating and child-friendly. The quality of planning ensures individual children receive enjoyable and creative experiences across all the areas of learning. Detailed observations inform assessments and planning. The personalised learning for each child aids the decision on which topic is provided. For example, children make animal masks as part of the topic. They play with a variety of small world animals as well as going on outings to local farms and zoos.

This is all achieved as a result of identifying which children need to learn animal names and sounds.

Children are physically confident and enjoy a variety of active times throughout the day to practise moving creatively both indoors and out. Free use of the excellent outdoor play space promotes children's enjoyment of fresh air and exercise. A section of the garden is specifically designated for childminding use with a suitable range of equipment, including a climbing frame, bikes and a trampoline. This part of the garden is permanently in the shade so children's health and safety is protected when playing outdoors. Each week, the childminder takes children swimming. She has carefully chosen a leisure pool particularly designed to meet the needs of younger children. This means children learn to keep themselves safe in water whilst having fun through exercise. Road safety is taught so children aware of how to keep themselves safe. Children know and follow rules for safe play. A clear age-appropriate explanation of consequences promotes children being thoughtful of others; for example, the childminder makes children aware of the age difference so older children are aware of safety for others during robust play.

Children express themselves freely through paint, drawing, music and role play. They make up their own games and stories and are confident in using their imaginations especially under the guidance of the older children as they decide who plays which character. These imaginative role-play games enable children to reflect on their own and others' family experiences. There is an extensive range of creative experiences which is a particular strength in this setting. They make papier-mâché eggs, paint them and show great pride as they are photographed and put the photographs on prominent display. Children learn through activities and experiences which engage all their senses; for example, children like listening and dancing to music so this is put on for children to sing and dance and the childminder joins in. The tape is of familiar children's rhymes and songs in English and Spanish so children hear different languages. There is a festivals list for 2009 available and which is used when deciding on activities. This builds respect for different religions, cultures and disabilities. Children's own photographs are on display around the room reflecting a sense of belonging.

Children are developing their ability to become life-long learners. A love of books is developed through the vast range of books including the book bags for children to use at home. An introduction to phonics is used with the younger children and support is provided for children learning to read at other provisions such as at school. Problem solving and mathematical concepts are used in everyday situations. Cooking activities enable children to learn about simple science as well as measuring ingredients. Every opportunity is taken to count and introduce simple mathematical language that children use in their everyday play. For example, children use words such as long, longest, short and shortest. They use a variety of technology equipment. The youngest children use simple electronic toys as they learn the skills to use the computer and use a variety of programmes that support their understanding of literacy and mathematics.

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?	1
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?	1

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?	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

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
--	-----