

## Inspection report for early years provision

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<b>Unique reference number</b>	112611
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Carol Johnson

<b>Type of setting</b>	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 has been registered with Ofsted since 2000. She lives in Rugby with her husband and two children aged ten and seven years. The premises are within walking distance of the school, nursery and the parks and shops of the nearby village. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She sometimes works alongside an assistant. The whole of the ground floor is used for childminding, with older children also having access to the first floor, except for the study. There is a fully enclosed garden available for outdoor play. Access to the front entrance of the childminder's home is wheelchair friendly.

The childminder is registered to care for a maximum of five children aged under eight years at any one time. Children attend for a variety of sessions and the childminder is currently caring for a total of eleven children, seven of whom are within the early years age range. She also cares for older children that attend before and after school and occasionally during the school holidays. The childminder supports children with learning difficulties and/or disabilities and has suitable systems in place to care for children who speak English as an additional language.

The childminder is a member of the National Childminding Association and a member of an approved childminding network. She receives funding for early education and has a Level 4 National Vocational Qualification in Children's Care, Learning and Development. The family has two dogs.

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

Overall the quality of the provision is outstanding. Children are at the heart of all that happens in the setting. They are provided with high quality care and make strong progress in their learning and development within a fully inclusive environment. Their individual needs are extremely well met because important information is regularly exchanged between the childminder, parents and other professionals, enabling the childminder to understand and accurately meet each child's personal requirements. Warm relationships are very evident and children are flourishing in the supportive, homely environment. The childminder shows a very strong commitment to continuous improvement and frequent monitoring and assessment of all aspects of her service is an integral part of her excellent everyday practice.

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

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

- enhancing further the outdoor environment to offer a wider range of experiences and activities that children can respond to by using many of

their senses.

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

The childminder demonstrates, through her enthusiasm and professionalism, that each child is valued and special. She has high aspirations for quality and uses continual reflective practice to help focus on any areas for improvement and achieve her aims. She has completed the Ofsted self-evaluation form and frequently seeks and considers the views of parents and others when evaluating her provision. Parents have recently completed appraisal forms and many positive comments were received. These include references to the childminder's warm, caring and positive attitude and also her excellent behaviour management skills. Through self-evaluation the childminder has identified that she wishes to enhance children's overall learning, enjoyment and range of sensory experiences by improving her outdoor area. She has asked children what they would like and has actively sought the views of parents and other professionals with regards to how any changes would best meet the needs of all children. Work has begun in the garden and plans include an outside stage area, a water feature and areas for the children to plant flowers and vegetables and use metal detectors.

The childminder demonstrates a strong commitment to improving her knowledge and understanding of childcare related subjects. She cares for children with a range of needs and requirements and is proactive in seeking and obtaining knowledge, advice and support. She holds a recognised early years qualification and has attended a wealth of training courses that include 'Signing with Babies and Young Children', 'Forest School Awareness' and 'Speech and Language Disorders in Children'. The childminder is a member of an approved childminding network and receives monitoring visits from the network co-ordinator. She regularly meets with other childcare professionals to discuss and share good practice and supports other childminders in meeting the requirements of the Early Years Foundation Stage and improving their practice.

Children are at ease in the setting because a strong partnership has been established between the childminder, their parents and other carers. Routine communication with parents about home routines and family practices means that a common and consistent approach is adopted. Strong links forged with other settings that children attend enables the childminder to accurately meet and understand individual children's needs and support their welfare and learning when they are in her care. Parents are provided with high quality information about the provision the childminder's portfolio includes an extensive range of regularly reviewed and clearly written policies and procedures. Photographs, emails, examples of children's work and shared observations keep parents informed and help to form a picture of each child's progress.

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

Children welfare is extremely well promoted and they are making exceptional progress in all areas of learning. They are happy and content and benefit from the

child-friendly environment that helps them to feel at home and secure. They know where things belong and understand that they need to help tidy away resources after play. Children are developing a respect for themselves and others through everyday experiences, discussions and participating in a variety of activities that explore various religious and cultural festivals. Resources that portray positive images of diversity are fully integrated into the selection available to children and the childminder takes great care to ensure that all children are included in activities. Strong relationships are evident between the children and younger children are learning that they need to share and take turns in their play. Good behaviour, consideration for others and manners are actively encouraged and the childminder provides children with a positive role model.

The childminder carefully organises children's routines and experiences and takes the time and effort to research and plan innovative ways that children's learning, welfare and enjoyment can be enhanced. For example, a police officer is invited on an annual basis to talk to children about road safety and issues such as bullying and an outing to the dentist was arranged to help teach children about dental hygiene and allay any fears or anxieties that they may have about going to the dentist. Children are keen to learn and participate in activities and the childminder skilfully motivates them through lots of praise and positive body language. She is thoroughly interested in what children say and do and readily gets down to their level to interact with them, offer support and join in their play. She sensitively observes children and carefully uses what she has seen, together with information gained from parents and others to plan children's next steps and help them reach their full potential. Each child has their own progress record that contains photographs, written observations and examples of their work. These records are shared with parents, provide additional information about what children do whilst in the childminder's care and are effectively used by the childminder to assess children's progress across all the areas of learning.

Children have access to a vast array of resources and equipment and they are encouraged to make independent choices about their play. A wide selection of books is stored within their reach and children are happy to look at books both alone and with others. They happily revisit familiar stories and during the inspection were keen to relate the story of 'The Very Hungry Caterpillar' using props and their memories of previous storytelling sessions. They counted the various items of fruit eaten by the caterpillar and knew what was coming next in the story. The childminder has cleverly extended this learning by linking it to discussions and craft activities based around the lifecycle of a caterpillar. Children's good health is actively promoted as they enjoy regular access to the outdoors, take part in physical exercise, visit local parks and enjoy healthy and nutritious meals and snacks. They mix with other adults and children on a regular basis and this helps to develop their confidence and social skills. Older and more able children in the setting help to support the younger and less able and children are very caring and considerate. They understand that sometimes children need time and spaces to themselves and at other times appreciate the presence and support of others.

## 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

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