

## Inspection report for early years provision

---

<b>Unique reference number</b>	201493
<b>Inspection date</b>	09/10/2009
<b>Inspector</b>	Lisa Jeffries
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1998. She lives with her husband and two children aged 13 and 14 years on the outskirts of Nuneaton town centre. The whole of the childminder's home is used for childminding, with the exception of a first floor bedroom. A secure enclosed garden is used for outdoor play activities.

The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend the setting at any one time, and of these, no more than three children may be in the early years age range. The childminder works alongside her husband who is also a registered childminder. Both childminders have joint responsibility for the childminding practice. When working together, they may care for a maximum of ten children aged under eight years. The childminder also offers care to children aged over five years to 11 years. There are strategies in place to support children with special educational needs and/or disabilities and children who are learning English as an additional language.

The childminder collects children from the local school and nurseries. She is a member of an approved childminding network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder provides exceptionally well for children in the Early Years Foundation Stage, ensuring they make excellent progress in all areas of their learning and development. Highly robust routines and procedures are consistently followed to ensure children's safety and well-being are prioritised. Children are highly confident and delight in spending time at the setting as they have established warm and trusting relationships with the childminder. There are well-established systems in place to ensure the childminder regularly reflects on all aspects of her practice and continues to make significant improvements that benefit the children in her care.

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

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

- developing ways for parents to become meaningfully involved in the self-evaluation process.

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

All of the required policies and procedures are in place to ensure children are safeguarded, their welfare is promoted and their needs are met. The childminder is unquestionably aware of her roles and responsibilities in relation to safeguarding children and understands how to implement procedures. The premises and resources are accessible and highly welcoming to all. Each child is nurtured and respected and all children display an extraordinary sense of belonging.

Partnerships with parents are exemplary. The childminder engages parents in daily verbal discussions to promote consistency of care and to ensure they are wholly involved in their child's learning and development. A flexible service is offered and the childminder is committed to meeting parents' wishes. The childminder obtains regular information about each child and family to ensure that she fully understands the child's needs and interests in the context of the family background. Parents are extremely complimentary about the provision offered and clearly value the high levels of care their children receive.

There is exceptional commitment to continuous development. The childminder is highly reflective and has consistently high aspirations. There is a clear and shared vision for inclusive practice and the childminder is skilled at adapting the provision to meet the changing needs of children. She is extremely motivated, thinks creatively and tries to find new ways to make a positive difference. For example, by considering new ways to involve parents in the self-evaluation process. Children develop an extremely positive sense of identity and thrive in the childminder's care.

The childminder has established effective strategies for sharing information with the other early years settings that children attend, ensuring that children's needs are planned for across the different settings, and their continuity of care, learning and development are extremely well promoted. The childminder is dedicated to providing high quality childcare, is open and honest about her strengths and areas for improvement and is passionate about her role.

## **The quality and standards of the early years provision and outcomes for children**

The childminder recognises that children learn best when they are having fun, interested and excited by what they are doing and building on what they already know and can do. As a result, children make strides in their learning. The learning environment is vibrant, child-friendly and actively supports children's learning and development. Resources are easily accessible and children confidently make choices and lead their own learning.

Planning is dynamic and helps to ensure that children's learning is effective, exciting, varied and progressive. Schedules and plans flow with the child's needs. There is an excellent balance of outdoor and indoor play and the childminder

utilises her time exceedingly well to ensure all children benefit from high quality interaction. Children's learning is meticulously documented and the childminder builds up extensive knowledge about how individual children learn and make progress.

Children have valuable opportunities to learn about keeping safe as they discover road safety, stranger danger and how to play on large apparatus sensibly. A simple set of positive house rules gives clear boundaries to children's lives and children follow instructions and demonstrate exemplary table manners. Children are confident to take risks and challenges that all new learning brings. Good health and well-being are actively encouraged and children understand and adopt healthy habits such as good hygiene practices.

The childminder has a very loving, relaxed and patient manner. She supports each child to try new activities by involving them and ensuring that their interests are addressed. Children's behaviour is managed effectively and children develop strong levels of self-esteem and confidence. Children have wide-ranging opportunities to learn new skills. They are inquisitive and the childminder offers experiences that fully support all children in becoming life-long learners.

Children have recently been learning about clothes and have been introduced to new vocabulary such as "sari" and "pumps". They have visited the local library to research the topic and have enjoyed discussions about the different clothes and costumes worn around the world. Children have created pictures using a range of materials and have looked at patterns and colours. They develop wonderful self-care skills as they dress up in role-play clothes and learn to put on their own shoes. Learning is unquestionably fun and children regularly come across new and interesting challenges.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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