

Inspection report for early years provision

Unique reference number	EY292821
Inspection date	19/01/2010
Inspector	Lisa Parkes

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.

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Description of the childminding

The childminder was registered in 2004. She lives with her husband and two children aged six years and nine months in the Earlsdon area of Coventry. The whole ground floor of the childminder's house is used for childminding purposes and there is a secure garden available for outside play. The childminder takes and collects children to and from local schools.

The childminder is registered to care for five children at any one time and is currently minding six children in the early years age group and two school age children on a part-time basis. 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 holds an early years qualification and is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and make significant progress in their learning and development. The childminder offers a fully inclusive, warm and welcoming service, supporting all children's active participation in activities which wholeheartedly meet their individual interests and developmental needs. Children are confident, independent and unmistakably enjoy their time at the provision. The childminder is experienced, highly motivated and extremely enthusiastic. She embraces the process of self-evaluation and demonstrates a dedicated approach towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to use information technology to support their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a substantial, up-to-date understanding of safeguarding children issues. A written safeguarding children policy is in place and the childminder knows what action to take in the event of a safeguarding issue. The childminder takes extensive steps to eliminate risks. For example, risk assessments are routinely conducted and recorded. In addition, the childminder helps children to keep themselves safe by using outings as a valuable opportunity to learn about

road safety. Children know what is expected of them and demonstrate a wonderful understanding of how to stay safe independently of adult prompts. For example, by treading carefully in the snow and describing the conditions as 'slippy'. High quality interaction and extremely well-organised routines help children to become secure, confident and settled within the setting.

The childminder is motivated to seek further improvement and is committed to updating her professional knowledge through regular training. As a result, outcomes in relation to children's achievement and well-being are exceptionally high. The childminder skilfully considers the strengths and weaknesses of her provision and is confident about what she needs to do to improve further. The childminder is successful in meeting and sustaining ambitious targets, for example, implementing the use of Learning Journeys to track children's progress. She has wholeheartedly embraced the new framework and demonstrates a strong commitment to offering high quality childcare. The environment is stimulating, safe and very well cared for and the atmosphere is warm, welcoming and inclusive.

Resources are excellent quality, fit for purpose and able to fully support children's learning and development. The childminder is unquestionably knowledgeable about the children in her care and highly intuitive of their needs. She is committed to ensuring that the needs of each child are fully accommodated and deftly adapts her provision to meet the needs of the children who attend. For example, by creating busy and captivating sessions for younger children and a relaxed atmosphere for children of school age. The childminder is highly effective in ensuring that all children are well integrated and the development of all children in relation to their starting points is brilliant. She is highly successful in taking steps to close identified gaps in children's achievements. For example, by working collaboratively with parents and professionals to support a child with speech delay which ensures that the child's needs are met to the highest possible standard.

The childminder actively promotes equality and diversity and provides a secure environment which reflects children's backgrounds and sections of the wider community. Partnerships are very well established and the childminder communicates with other providers and partners involved with the children who attend. For example, by maintaining dialogue with practitioners at the local school and nursery. This enables her to share good practice, to promote continuity and to complement what the children are learning. The childminder communicates superbly with all children, their families and other groups, listens carefully to all involved and consistently puts children's needs first. This true partnership boosts children's learning, development and welfare.

The childminder forms admirable relationships with children's parents. She seeks and takes account of their views about important issues, such as children's starting points, personal care needs and routines. There is a regular exchange of information and the childminder keeps parents thoroughly up-to-date about aspects of children's care and progress. The childminder dedicates time to getting to know children and their families, fostering delightful relationships and helping to ensure that children settle quickly and feel secure. She is passionate about her role and children benefit from high levels of supervision and individual attention, and they blossom in the childminder's care.

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

The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. For example, there is an excellent balance of child-initiated and adult-led activities and children are constantly motivated, busy and fully engaged. Adult-led activities include cooking, art and craft and messy play, gardening and trips to places of local interest. High quality planning ensures that children are consistently challenged by the learning experiences provided. Activities are based upon thorough and accurate observations and assessment and matched to the needs and interests of each child. Children make strides in their learning and willingly take part in activities.

The current topic is winter. Children investigate ice cubes and learn what happens when coloured ice cubes are placed into water. They make the ice cubes, observe how they change and explore texture. Children learn about melting and freezing and think about different ways to melt ice. They use descriptive language, such as 'cold' and 'wet'. Children listen attentively to the 'Winter Days' poem and pretend to be icicles as they dance. They look at colours relating to the cold weather using white and blue construction toys, small world people and by mixing blue and white paints. Children make snowflakes from paper and they count them as they fall through the air. Children excitedly sing a song about snowmen and thoroughly enjoy listening to 'The Snowman' story.

Children practise their lacing skills using white buttons and they make skis for the play people from lollipop sticks. They learn about winter sports and play a weather game together. During movement and music sessions, children act out different sporting body movements and they learn how to float like a snowflake in time to the tune. Children enjoy discussions about Jack Frost. They ask questions and draw pictures. Children work collectively to create a snowy theme using cotton wool and they happily bring items from home, such as a penguin, polar bear and husky dog. The childminder shows children a book about the weather and they learn new vocabulary, such as 'blizzard'. She incorporates safety issues and children learn about hazards, such as slipping over. Children squeal in delight as they find and follow footprints in the snow and they excitedly put on their Wellington boots so they can splash in the puddles. Children form snowballs out of play dough and make a chart of white objects that they find in the local area.

Children's behaviour is exemplary and they show an excellent awareness of responsibility within the setting. For example, by tidying away their toys, voluntarily washing their hands and fetching their coats and shoes independently. Children show an extremely strong sense of security and belonging within the setting. They are confident, settle well and develop fantastic relationships at every level. Children display extremely high levels of confidence and self-esteem and form lovely relationships with the childminder and members of her family. The childminder helps children to secure the skills they require in order to progress in their learning. She is currently considering new and innovative ways that

information technology can be used to further develop children's learning. Nevertheless, learning is unmistakably fun and children regularly come across new and interesting challenges.

Children show an exceptional understanding of healthy lifestyles and follow excellent personal hygiene routines. They thoroughly enjoy opportunities to engage in physical activities, both indoors and out. For example, playing ball games, using beanbags and hoops and participating in egg and spoon races. Children relish opportunities to visit the local park and soft play centre and they climb the large apparatus and dive through tunnels. Children demonstrate a very positive attitude towards healthy eating; they help to grow vegetables in the childminder's garden and take pleasure visiting the local shop to choose fruit and vegetables which they devour at lunch-time. Children thrive because their individual health, physical and dietary needs are met to an exceptional standard.

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

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

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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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