

## Inspection report for early years provision

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<b>Unique reference number</b>	260696
<b>Inspection date</b>	19/02/2010
<b>Inspector</b>	Adelaide Griffith
<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.

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 2001. She lives with her husband and adult daughter. They live in the suburbs of Coventry close to local amenities. The whole of the property except her daughters' bedroom is used for childminding. There is a fully enclosed, shared garden. The childminder takes children to the nearby park for outside play. The family have a dog and a cat.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time, of whom no more than four may be in the early years age range. She is currently minding three children in this age group. She also offers care to children over five years to seven years. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder is able to go to local schools to take and collect children. She also runs a toddler group once a week with another childminder.

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

Overall the quality of the provision is outstanding.

The childminder knows all children well and this ensures that she meets their individual needs substantially. Children's welfare is successfully safeguarded due to the existing policies and procedures. The childminder works exceptionally well with parents to promote children's care and learning. Long standing relationships with other providers support children's development effectively. The self-evaluation process is highly effective and results in significant outcomes for children. The childminder demonstrates the capacity to maintain continuous improvements for the benefit of children and their families.

## **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 the system for making more effective use of observations and assessments of each child's learning priorities.

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

The childminder has a well developed understanding of the Early Years Foundation stage and this promotes children's learning and care admirably. There is a very strong emphasis on safeguarding, with comprehensive policies and procedures that are understood by parents. The childminder carries out rigorous risk assessments, indoors and outside, to ensure that all potential hazards to children are effectively minimised. All records required for the efficient management of the setting and to

meet the needs of the children are available.

Self-evaluation reflects meticulous monitoring and analysis of what the childminder does well and what needs to improve. As a result actions taken by the childminder have a significant impact in bringing about sustained improvements. The childminder continually carries out research to discover new activities to extend children's learning. She has attended several courses to increase her knowledge and understanding of the Early Years Foundations Stage. Systems to maintain continuous improvement are effective because the childminder seeks parents' views of the setting continually. There is a shared vision with parents to provide children with a rounded experience that gives them an excellent foundation for the future.

The partnership with parents is commendable. Parents are extensively involved in making decisions about children's care and learning. The childminder gives substantial support in managing aspects of care, such as, behaviour management and dietary advice. Parents are very well informed about all aspects of their children's care and development because the childminder maintains daily communications. They are provided with consistent feedback about children's achievements. The childminder provides specific guidance and information about the ways parents can support their child's learning. Relationships with other providers are well established and contributes positively to children's well-being.

The childminder has an exceptional knowledge of each child's background and needs. She effectively helps children to learn about the society in which they live. For example, she achieves this by providing opportunities for their attendance at local groups and through outings to a range of venues. Children learn first hand about other cultures and disability due to these activities. A vast selection of stimulating resources are within children's reach and these are used effectively to reinforce their understanding of diversity.

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

Children are making considerable progress in their learning and development because the childminder provides a stimulating environment in which they flourish. There is an ethos of promoting children's independence. All are learning to take responsibility for their personal hygiene. They use antibacterial wipes to clean hands and faces after activities. Children have a keen sense of maintaining tidiness in the setting. They offer to put resources away after use and ask the childminder on other occasions whether it is time to tidy up.

The childminder talks constantly to the children and interacts positively. As a result they confidently express their views and demonstrate a remarkable maturity in the conventions of conversation. They take turns at listening and speaking with the childminder and their peers. The childminder makes a wide range of interesting resources available. These are set out within children's reach and they choose freely to implement activities. They have well developed mark making skills and some draw recognisable pictures. They use firm lines to draw the outline of a fish

and include relevant parts such as the eye and tail. The childminder is experienced and provides additional activities to promote the small muscle skills further. Children have opportunities to engage in threading with chunky beads and also to refine these skills by using cards with small holes.

The childminder has high expectations of the children. She consistently encourages them to solve problems unaided, or with minimal assistance. As they assemble jigsaws she asks them to note the edges of the frame and of the pieces and asks where these should be fitted. The childminder is generous with her praise for children's efforts and achievement. Consequently, their self-esteem is maintained constantly. Children have a remarkable understanding of safety. For example, they describe fire procedures accurately and state that they leave the premises and go outside. They consistently put away small items to ensure that toddlers do not access these. Children have an increasing understanding of the world around them. They talk with the childminder about the reason for visiting the dentist and why they sit in the chair.

The childminder is committed to providing a wide range of learning experiences for children. For this reason she carries out observational assessments frequently to note their developmental stage. The next step in learning is consistently identified although this is not always used with maximum impact to plan for children individually. Nevertheless, children are thriving because the childminder provides numerous opportunities to enhance their learning. They participate in frequent outings, engage in leisure activities and attend local groups where they mix with children from a variety of backgrounds. The childminder is highly skilled at managing children's behaviour and this contributes immensely to their interpersonal development. Children demonstrate respect and a caring attitude towards others. They play well together and share resources spontaneously and when asked.

## 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	2
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

<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

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