

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Teresa Taylor
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*.

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Description of the childminding

The childminder was registered in 2003. She lives with her family in Coventry. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding two children in the early years age group. Children can be taken to, and collected from local pre-school groups. The family has a dog.

The childminder holds a Level 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are exceptionally happy, very active and feel safe and supported by the childminder. The childminder has an excellent understanding of the Early Years Foundation Stage, provides superb activities and actively encourages parents to be fully involved in all aspects of their child's care and learning. Well-written policies and procedures securely underpin the childminder's practice. There are excellent partnerships with parents and a policy in place to work in partnership with other professionals or settings that children may be involved with. The childminder has an excellent capacity to maintain 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:

- developing a method to ensure children are aware of the range of resources available to them.

The effectiveness of leadership and management of the early years provision

The childminder is totally committed to safeguarding children and she is very well informed about procedures to keep children safe including the requirements of the Local Safeguarding Children Board. Excellent policies, procedures and documentation for the effective and safe running of the setting are well organised and effectively implemented. Parents are given copies of all of the childminder's policies and procedures ensuring they fully understand how the childminder operates. The childminder promotes all areas of equal opportunities and inclusion exceptionally well and there are superb resources and activities to support children's independent learning. The indoor and outdoor environments are subject to thorough risk assessments to ensure any potential hazards to children are minimised or removed. A regular checking and cleaning schedule ensures children

are kept safe and the risk of cross-infection is minimised.

The childminder has a clear vision for the future of her setting and has identified areas for development. She fully appreciates that her setting changes constantly as the children grow and develop and she ensures she frequently assesses the effectiveness of her planning and the activities offered. The childminder has a strong commitment to continuous improvement and shows a very active approach to improving outcomes for children. The childminder is proactive in obtaining the opinions of both parents and children and including these in her self-evaluation. Communication both with parents and children is a strength. Recent comments from parents include 'a varied and wide range of activities', 'very good variety of food', 'child focused with great patience, energy and an unstoppable commitment to children' and 'excellent at sharing information'. Parents have access to daily discussions, daily diaries and individual learning journey folders ensuring they are fully informed of their child's day. They are welcome at any time to discuss children's progress or changing needs. The childminder has a clear policy in place regarding partnerships with other providers or professionals that the children may be involved with and has agreements with parents regarding the exchange of information. The childminder has no children that currently attend any other setting.

The childminder actively promotes the uniqueness and individuality of each child. She provides excellent activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. All children and families are highly valued and respected.

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

Children make excellent progress as they enjoy a range of enjoyable and stimulating activities. They are very settled and relaxed and are given a high level of support which encourages their participation and enjoyment of all activities. Well-thought-out planning ensures children are provided with a superb range of creative learning experiences which keep them involved and eager to learn. Information is obtained about children's starting points and sensitively undertaken observations, assessments and recognition of children's next steps ensure all aspects of individual needs are met very effectively.

Children are supremely confident when exploring the environment. They play a full and active role in their own learning, make choices, decisions and extend activities with the childminder providing support as appropriate. An outstanding range of activities help children to understand the wider world as they explore the natural environment, identify and name birds and animals, plant seeds, bulbs and grow fruit and vegetables. They name an extensive range of transport methods and use a tablet computer to research and support their learning. They discuss other cultures, abilities and disabilities and celebrate festivals through a range of art and craft activities, discussions and stories. They have an excellent range of resources to support their learning, for example, labels in different languages and additional books support their development and knowledge. Children freely express their

feelings and the relationship between the children and the childminder is excellent. The childminder is very adept at promoting communication skills and this enables children to develop skills for their future. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, one child explains she is now an older sister as she has a baby brother. Children begin playing with the dolls and show they understand about checking the temperature of the baby's milk, know how to change a nappy and rock the baby to sleep. While making traffic lights to support the theme of transport, children correctly colour the three lights and say which each represents and stick them down in the right order. They are proud to point out the display they have created about transport. The childminder asks the children to explain what cars they are playing with and they are quick to name the ambulance, point out the siren and flashing lights. One child extends this by explaining that the ambulance comes to take you to hospital when you are ill.

Children use a range of posters to point out their knowledge of emotions and health. They explain that they wash their hands to prevent germs and keep themselves fit and well. The childminder has high expectations for all children and provides them with the skills, experiences and opportunities to succeed in all areas of learning. Children have access to a wide range of art and craft, writing and drawing activities at all times. Children are very eager to name all of the crayon colours they are using, the shapes they are drawing and to count. Effective planning is linked to the six areas of learning and regularly evaluated ensuring children have the opportunity to experience activities appropriate to their ability but also providing some degree of challenge to promote learning and progress. However, due to space not all of the wide range of resources are available and less outgoing children may not be sure about requesting additional toys.

Children have a strong sense of belonging in the security of the childminder's care. They show they feel safe and are confident as they access resources independently and know what is and is not acceptable in terms of their behaviour. There is very clear affection between the children and childminder and cuddles are freely given and received. Children show their understanding of keeping themselves safe through their excellent behaviour and show they understand safety rules as they are careful with resources, understand instructions, know the fire drill and know that tidying up prevents them falling over toys and hurting themselves.

Children show they have an excellent understanding about a healthy lifestyle as they make informed choices about what they eat. Children enjoy shopping for food and are involved in the preparation of meals. The childminder discusses healthy eating and exercise daily. Children understand about food and how it promotes healthy growth and that exercise helps their muscles develop, helps them have a healthy heart and makes them strong. Children have access to a very good range of outdoor play resources and enjoy attending music and activity groups which extends their social skills.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

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