

**Inspection date**

05/02/2013

Previous inspection date

23/03/2009

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

**This inspection:**

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

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

**This provision is outstanding**

- The childminder has an excellent knowledge of the Early Years Foundation Stage and how to support children effectively. As a result, children thrive in this setting where they make rapid progress in all areas of their learning and development.
- Highly comprehensive and effective methods are in place for observation, assessment and planning. The childminder offers inspiring and innovative activities which support children's enthusiasm for learning new things.
- Children are highly valued as unique individuals and inclusive practice is fully promoted.
- Children's communication and language is exceptionally well supported. They are encouraged to communicate their thoughts and ideas and are engaged as partners in conversation. A wide range of books and stories are used to provide valuable opportunities for children to copy and repeat words and increase their vocabulary.
- Superb partnerships with other professionals are firmly embedded in practice. As a result, children are extremely well supported through times of change and transition.
- The childminder critically evaluates her provision and scrutinises what she does to make ongoing improvements. This means that children receive the very best care and learning opportunities at all times.

- There is scope to provide parents with further ideas for supporting their child's learning at home.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at documentation including safeguarding, complaints and registration forms.
- The inspector had discussions with the childminder, her assistant and the children.
- The inspector observed children's activities and meal routines.
- The inspector looked at children's development records.

## Inspector

Sally Smith

## Full Report

### Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Kingsbury, Staffordshire, with her husband, who also works as her assistant, two adult children and one child aged eight years. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder collects children from local schools and pre-schools. She visits the local shops and parks

on a regular basis.

There are currently 17 children on roll, 11 of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7.30am to 5.30pm Monday to Friday, all year round. She has a level 3 qualification in childcare, learning and development.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- provide more regular discussions with parents about how they can support their child's learning at home.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The childminder is a highly experienced early years practitioner and provides a first-class service for children in her care. She has an excellent and very secure knowledge of the learning and development requirements so that children make rapid progress in all areas of learning. She provides an inspirational learning environment which motivates children to enable them to become effective learners. As a result, they thrive in this exceptional setting. They are at the very heart of all that happens, and their interests and individual learning needs are given the utmost priority. Children are provided with a vast range of experiences which enrich their overall development. Expectations are high so that they get the very best out of every potential learning opportunity. The childminder works with parents to gauge children's starting points. She uses detailed observation and assessment extremely competently to record children's abilities, interests and achievements. These are highly effective in enabling the childminder to accurately monitor children's progress as they work towards the early learning goals.

Children participate in all that they do with great enthusiasm, enjoying an excellent balance of individually planned activities with plenty of opportunities to make their own choices and decisions. They display high levels of confidence and independence as a direct result of the childminder's excellent understanding of how children learn. They seize on the raffia that the childminder introduces while listening carefully to her instructions. They remember how to handle and use scissors carefully as they cut the raffia in different lengths before placing it in the tray provided. They are encouraged to use appropriate mathematical language, such as longer and shorter, to compare size. They close their eyes and wait in anticipation as the childminder hides a variety of bugs for them to find. They

excitedly unearth these and confidently name the different insects as they appear. Children compare size, colour and type, counting the number of legs each insect has. They observe that centipedes have 'lots more' than a grasshopper. One child picks up a snail and takes it to a flower poster on the wall and proudly says 'look'. The childminder's assistant realises that the child has seen a snail on the stem of the flower and praises the child for noticing the similarity. Other children join in as they match butterflies and other insects to the posters and insect books displayed.

The childminder is very aware of children's individual learning styles and preferences and relates her knowledge of schemas to children's development. For example, she is aware that one child is very much into rotational schemas and everything circular. She observes closely as the child attempts to wrap the raffia into a ball before rolling it on the floor. When going outside to play, the child chooses to take the 'ball' with them and kicks it about.

Consistent and very positive interactions enable children to communicate well. The childminder is very focused on children experimenting with and learning language. She encourages children to talk about what they are doing, and group times further extend their speaking and listening skills. One-to-one time provides opportunities for children who are less confident or require additional support, so that they do not have to speak in front of others. Picture books and stories provide valuable opportunities for children to copy and repeat words and simple sentences, increasing their vocabulary and developing speech and language. Children use their imagination on their trip to a farm, as they act out a well-loved story about three little pigs. They have lots of fun and enjoyment using the singing and story sacks with various props, portraying different characters in their own way. Books also heighten their awareness of important subjects, such as safety and the importance of healthy eating.

Children's attempts at early mark making are encouraged at every opportunity, whether this is making squiggles and patterns in the snow or using sticks to make marks on a frosty bench. Weaving patterns with raffia and ribbon further promote these skills. Children benefit from a host of physical activities; they dance to music, play with balloons, kites and balls, and practice their balancing skills on wooden beams.

Children's creative development is successfully promoted through a wide range of opportunities for inventive play. They make connections to real-life observations and experiences and develop a sense of the world around them; for example, children pick up mobile phones, press the keys and speak to each other animatedly. The childminder fully supports children in gaining all of the necessary skills they require for their future learning and development.

### **The contribution of the early years provision to the well-being of children**

The childminder goes to great lengths to establish warm, close and loving bonds with the children in her care. She takes time to get to know each child exceptionally well and ensures that she is well prepared and able to fully meet their individual needs. Excellent engagement with parents assists her in gaining all the relevant information she needs to

fully support children's learning and development on a consistent basis. For example, parents have regular access to their children's learning journeys, which they take home every six weeks and add to if they wish. The childminder makes excellent links with other early years settings. She goes beyond what is expected of her, regularly attending meetings, compiling reports and engaging with other professionals, such as speech therapists, so that there is consistency in children's learning and development.

The childminder takes good care to ensure children are able to easily access and choose from an exceptionally well-presented range of play and learning resources. Younger children are well provided for and are able to explore their surroundings easily and safely. Baskets of toys are placed on the floor and they are able to develop their senses through a range of natural resources, such as fir cones and wooden pegs. An array of visual displays and photographs ensure that the home feels very warm and welcoming and children feel a sense of belonging.

Inclusive practice and the promotion of diversity is a strength of the provision. The childminder provides excellent support for individual children, and shows a highly detailed knowledge of their needs and different stages of learning. She takes considerable time and care to plan activities and present resources attractively, to promote each child's learning. The childminder works closely and consistently with parents to encourage children's development and support progress, particularly their personal, social and communication skills. The childminder regularly uses sign language so that all children can understand, join in and feel fully included. She is also keen to fully support children from a range of cultural backgrounds, and who speak English as an additional language. Although this is not currently applicable, the childminder has cared for Polish children in the past and embarked on a Polish course so that she could be better placed to understand and meet their needs. She takes care to plan and follow a wide range of cultural festivals and celebrations to ensure the children learn the value of their own backgrounds and take pride in their heritage.

The childminder offers clear explanations to children in everything they do. She encourages children to talk through and explore feelings, helping them to recognise what makes them happy and sad. Children are involved in decisions, make choices about what they do and, as a result, are actively engaged and engrossed in their play. The childminder ensures that resources are plentiful, which helps to minimise any potential conflict. Clear routines and boundaries that are sensitively yet consistently implemented mean that children behave extremely well.

Children play outside in a highly stimulating garden area, take walks in the local environment and play in the park. They are very knowledgeable about the importance of a healthy lifestyle and discuss topics, such as healthy food, effective hygiene routines and the importance of exercise. They are encouraged to tend to their self-care needs as soon as they are able, such as washing their hands at appropriate times and helping themselves to tissues to blow their nose. The childminder is an excellent role model, enabling children to understand how to keep themselves safe and healthy. Everyday discussions, books, routines and play further develop their understanding. Children are given a choice of healthy options for their snacks and meals and partake in regular cookery activities. This helps to develop a healthy attitude to food. They display an excellent understanding of

how to manage risks and keep themselves safe. This is due to the childminder giving the highest priority to the safety of children while allowing them freedom to explore and experiment for themselves. Children regularly socialise in community groups, enabling them to be well prepared, confident and independent in new situations. This helps to prepare them for their transition to nursery and school.

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

The childminder demonstrates a robust knowledge and understanding of the safeguarding and welfare requirements. Children are thoroughly protected from harm as she has a clear understanding of her role and responsibility to report any concerns. She ensures that her assistant's knowledge is also secure. She keeps her knowledge up to date by attending regular safeguarding training. Risk assessments are rigorous so that hazards to children are kept to a minimum and they can explore their environment safely. Evacuation procedures are regularly carried out at different times of the day and week so that all children participate. The childminder is quick to respond to any problems encountered during these practises and revises her procedures if necessary. This ensures children are safe and know what to do in the event of a fire. Policies and procedures to promote the safety and well-being of all children are shared and agreed with parents and consistently implemented by the childminder. This means that children's safety and well-being is given the utmost priority.

The childminder has highly successful partnerships with parents and other professionals which support children's individual needs extremely well. Children benefit from the open and trusting partnerships that the childminder establishes as she finds out about their likes, interests and what they can do, to use as a starting point for their learning. Parents are kept well informed at all times about children's routines and development. Parents are provided with some suggestions as to how they can support their children's learning at home, although there is scope to develop this further so that information is provided on a more regular basis.

The childminder has high aspirations and is keen to continue providing excellent standards across all aspects of her work, including exceptional educational programmes for children of all ages. The childminder creates innovative learning opportunities throughout the day and children quickly become engrossed in activities and learning. She is acutely aware of the importance of evaluating the service she provides and reflects on what she does regularly to assess the impact on children's learning and development. She is continually revising and fine-tuning her planning, observations and records for tracking children's progress so that she can accurately meet children's individual needs. The childminder shows enthusiasm and dedication to her role. She is highly committed to making ongoing improvements and keeping abreast of current best practice. This means that children get the very best service she can offer and excel in all areas of their development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	268427
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	818586
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	7
<b>Number of children on roll</b>	17
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/03/2009
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their



Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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