

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 01/08/2013 |
| Previous inspection date | 27/02/2009 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 1 |
|  | Previous inspection:    | 1 |
| 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**

- Children's all round development is supported exceptionally well through the childminder's excellent understanding of how children learn. Comprehensive observations of children engaged in activities ensure their individual needs are met and they acquire superb skills for the future.
- Children's feeling of safety and security is clearly evident through their confidence and familiarity within the home. They benefit from warm, caring relationships with the childminder and affection is readily given and received.
- Excellent communication with parents ensures essential information about children's learning is shared at the start of their child's placement. Parents' views and opinions are actively sought as the childminder uses self-evaluation effectively, to reflect on her own practice and plan effectively to enhance learning opportunities for each child.
- Children are highly valued as individuals and their safety is of paramount importance. The childminder welcomes them into a safe, secure and stimulating environment where they become confident, competent learners.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed activities taking place in the lounge and garden.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.

## Inspector

Tracey Boland

## Full Report

### Information about the setting

The childminder was registered in 1999 on the Early Years Register and both parts of the Childcare Register. She lives with her family in a suburb of Coventry. The whole of the ground floor and first floor bathroom and two small bedrooms are used for childminding. There is an enclosed rear garden for outdoor play. The childminder attends a children's centre and places of interest and she visits the shops and park on a regular basis.

There is currently one child on roll who is the early years age group and attends full-time. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder is a member of Professional Association for Childcare and Early Years.

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

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

- enhance the already excellent process of self-evaluation to extend comments, views and opinions of parents and children and use the information to enhance the provision further.

## Inspection judgements

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

Children's learning and development is promoted exceptionally well as the childminder has an excellent understanding of how children learn and develop. This ensures their progress in all areas of learning is promoted successfully. Ongoing assessments complement the comprehensive information gained from parents outlining their child's starting points. This is used to plan effectively for further progress. The childminder has high expectations of children in her care and introduces innovative teaching methods to enhance learning. Extensive written observations and photographs enable parents to see the enjoyment and involvement of their child involved in a wide variety of activities. This reflects the superb variety of self-chosen and adult-led activities they enjoy throughout the day which interest, challenge and excite them.

Children's independence and confidence are continually enhanced as they make informed choices with regard to their play. Toys and equipment are maintained to a very high standard. They meet the needs of children of all ages and abilities of the children and encourage their natural curiosity to learn. Their understanding of how things grow and change is effectively nurtured as they spend plenty of time outdoors, preparing soil, sowing seeds and plants and tending to them monitoring their growth. They use language

such as bigger and smaller and talk about the differences they can see. Children become effective communicators as the childminder encourages them to recall past events and experiences. She skilfully asks questions to encourage this such as 'who can remember when?' and children excitedly look through photographs of the events pointing out each other and laughing at the pictures. This successfully encourages children feeling of belonging and security.

Counting is introduced during planned activities, for example, weighing and measuring ingredients when making cakes. They become familiar with the correct utensils to use such as scales and measuring spoons, extending their understanding of mathematics as they complete simple addition and subtraction. This also encourages their use of language such as heavy, small and big and they talk about the changes to the ingredients through the cooking. As a result they become confident, competent learners and their self-esteem continually flourishes.

Children thoroughly enjoy the outdoors benefiting from plenty of fresh air. They enhance their physical skills using climbing apparatus at the park and the trampoline at the childminder's home. They climb; learn control and coordination and use language such as over, under, though, developing their awareness of space. They enjoy talking about wildlife and have a camera situated in the bird house enabling them to watch the coming and going of the birds and hatchlings. This builds their awareness of the living world and the impact of exercise on their bodies.

Children's understanding of technology is nurtured superbly through the innovative resources provided. These include cameras, microphones, beet bot and eye ball and they programme them, pressing buttons to gain a response. Children place the eye ball on their hair, skin and other objects enabling them to see more detail and talk about what they can see. Children excitedly talk about the bug hunts they enjoy so much. Through magnifying glasses, bug houses and a bug vacuum they identify many insects, observing them in detail and linking what they have seen to the reference books they have to support their learning. One child talks excitedly about the snake they found which was really a very large worm.

Children's understanding of diversity and the wider world flourishes as they enjoy an excellent variety of toys, books and resources that reflect positive images of people from different cultural backgrounds and abilities. They thoroughly enjoy talking about the celebrations they have enjoyed throughout the year. This also includes the many restaurants they have visited as part of that celebration with the childminder. Their enjoyment is continued through the vast role play equipment that includes cooking and eating utensils from around the world. Children develop an awareness of the similarities of language through the menus and written information in differing languages they have collected. Children explore their understanding of differences, for example, on the day of the inspection they all had a round mirror which they wrote their names on or made marks promoting their early writing skills. After looking in their own individual mirrors they drew themselves, noting the colour of their skin, the colour of their hair and eyes and other distinguishing features, such as if they wore glasses.

Excellent warm and trusting relationships with the childminder and the children have been formed which encourages their feeling of safety and security. This effectively supports them in their learning and continually raises their self-esteem. The childminder places great emphasis on helping children deal with change, for example, starting school or nursery and moving on to another class. She supports children through these transitions extremely well through discussions, books, photographs and visits encouraging children to share their feelings and become familiar with the forthcoming changes. This is highly effective in allaying children's worries and making the process of change as relaxed as possible.

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

The childminder is very aware of the importance of a gradual introduction of children into her care. This supports the transition from home taking account of the needs of the children and the parents. Through her excellent knowledge of the children's all round needs, likes and dislikes the childminder effectively encompasses activities which encourage them to continually flourish in her care.

The childminder has an excellent understanding of how children learn and is interested, motivated and enthusiastic to hear what they have to say. She skilfully engages in their play extending their language and thinking excellently through the questions she asks encouraging them to recall past events and special times in their lives. Children are actively involved in all routines of the day, for example, helping prepare for snack by collecting the correct amount of plates and cups. Snack and mealtimes are very social occasions where children recall what they have been doing and past events while at the childminder's. They enjoy a wide variety of snacks, some of which they bring themselves. For example, two children brought in a cheesecake they made at home for a treat which they shared at snack time. Children are extremely active, understanding the importance of fresh air and exercise on their bodies. Behaviour is excellent as are children's manners. They understand the boundaries that are in place and gentle reminders and the excellent role modelling shown by the childminder reinforce acceptable behaviour. Children are very thoughtful towards each other and show respect and kindness also. Effective communication each day with parents ensures children's progress and achievements are celebrated which successfully adds to their self-assurance.

Children enjoy an extensive variety of resources which are freely available to them and the childminder adapts activities to ensure all are involved and engaged. Children develop their ability to choose their own play as toys are placed safely in clear, labelled boxes. This enables all children to be aware of the content of each box and make their choice. All are extremely well-maintained, clean and there are plenty provided enabling all children to become involved. The outdoor play area is an extension of the indoor learning environment and children gain plenty of fresh air each day and they wander between the indoor and outdoor areas as they wish.

Children are continually kept safe as the childminder places great emphasis on making them aware of their own safety both in her home and when on outings. Comprehensive

written risk assessments are in place for activities and outings both indoors and out. Children enthusiastically talk through the walk to school and the routines they follow to maintain their own safety when crossing the road. Children are continually safeguarded within the home as robust routines are in place for checking smoke alarms and completing fire evacuations with the children to ensure they are fully aware of their action in an emergency. An evaluation of the drills ensures they remain effective and therefore safe.

The childminder works hard to ensure that children's transition between settings is sensitive to each child's needs, relaxed and effective for all involved. First-rate communication promotes consistency of care enabling each provider to continually support each child's care and learning. Strong communication, sharing of planning and learning ensures children's individual needs met effectively.

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

The childminder is proactive in her approach to continually enhancing her knowledge and skills through ongoing training and development. She uses her exceptional understanding of how children learn and develop to consistently deliver an excellent service and children flourish in her care. Children's safety is her priority and children play in a safe, inspiring environment that encourages their natural curiosity to learn. The childminder has an excellent understanding of her role and responsibility in protecting children in her care from harm and neglect. Comprehensive documentation is in place to support any safeguarding issues and all contact details for the relevant agencies are readily available. Parents understand policies and procedures that are in place which reflect the ethos of care, as time is spent discussing them in detail. The childminder is extremely well-organised ensuring that policies are updated to include current practice and legislation. They are then shared with parents keeping them informed and fully aware of any changes to her practice or the care provided.

The childminder has an exceptional understanding of the individual needs of the children and their development. She uses this to continually provide imaginative, innovative play opportunities for children of all ages. Observations, assessments and tracking their progress enable the childminder to systematically identify the next steps in their learning. Meticulous planning identifies children's individual interests and extends their learning across the seven areas of learning. Planning is shared with parents who are encouraged to make their own comments and share ideas which further compliment the excellent partnerships they have. Children's progress and development is supported excellently by the childminder, parents and other providers of early years as purposeful relationships have been formed. Communication is highly effective between all ensuring continuity of care and consistency. Parents are effectively involved in their child's learning as they share information about their child's learning and interests at home. Comments are actively sought and included in their child's daily diaries and learning journals. This enables all to see the progress made at home and at the childminder's.

The childminder continually strives to enhance the already outstanding service she provides. Through discussion and the use of questionnaires she actively seeks the views

and opinions of parents about the service she provides. Parents are delighted with the care she provides and comments include 'I feel the activities are varied educational and enjoyable and am extremely happy with the care provided. My child is receiving the best care and learning opportunities possible. My child is thriving and loves being cared for by you'. Children also share their views and are delighted at being cared for by the childminder. This is apparent through the exceptional interaction seen. Questionnaires are currently being reviewed to broaden the content, enabling parents to share more comments about a broader variety of things. This will further enhance the already excellent quality of care.

### **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   |
|---------|--------------|---|
| 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 action. 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>     | 510404      |
| <b>Local authority</b>             | Coventry    |
| <b>Inspection number</b>           | 905016      |
| <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>      | 6           |
| <b>Number of children on roll</b>  | 1           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 27/02/2009  |
| <b>Telephone number</b>            |             |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

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 assesses 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 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2012

