

Inspection date	09/12/2014
Previous inspection date	05/12/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 learning is promoted excellently as they engage in an exciting range of activities, which are planned around their interests and individual developmental needs. The childminder effectively monitors their learning and progress to ensure every child is achieving to their full potential within the seven areas of learning.
- The childminder enhances children's communication and language skills splendidly as she asks open questions which encourage children to relive past events and experiences and compound their learning. Children's confidence and self-esteem continually grows through the ongoing praise and encouragement they receive. As a result, children's behaviour is exemplary.
- Partnership working with parents and other providers is exceptionally good. The constant exchange of robust information results in children's individual needs being known, respected and met. This provides continuity of care and enables every child to make progress from their starting points.
- The childminder's constant evaluation of her provision enables her to continually build on the already excellent service provided. Consequently, parents and children continue to receive exceptional care in a superb learning environment.
- Children are safeguarded. The childminder and her assistant have an excellent understanding of their role and responsibility to safeguard children. Children remain safe as potential hazards within the home and garden are identified and effective steps are taken to minimise them. Therefore, children's safety is assured.

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 playroom.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of the parents and the foundation stage teacher at the local school through written feedback. She also spoke to a parent.
- The inspector looked at children's observation and assessment records.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and her self-evaluation.

Inspector

Tracey Boland

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her adult children. The whole of the ground floor, the first floor bathroom and the rear garden are used for childminding. The family has two cats and a dog. The childminder works with two assistants. She attends toddler groups and soft play centres and visits the park and places of interests on a regular basis. There are currently 18 children on roll, of whom eight are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's already excellent understanding of safety, for example, by encouraging their involvement in completing risk assessments within their environment.

Inspection judgements

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

The childminder uses her superb knowledge and understanding of how children learn to plan an extensive variety of activities that excite, stimulate and engage children. As a result, their progress towards the early learning goals is excellent. This prepares them extremely well for nursery or school. The childminder and her assistant demonstrate an exceptional understanding of children's individual needs, preferences and interests clearly gathered from parents at the start of their child's placement. Observations and assessments of children's progress and development successfully identify their learning and achievements. This enables the childminder to effectively identify children's next steps and monitor their learning and development. Excellent communication with parents ensures opportunities to share their child's interests at home are optimised. Systems for completing the progress check for children aged between two and three years are secure. Parents are actively involved in completing the progress check and a copy given to them to share with health professionals.

Large displays within the playroom reflect the fun children have in the childminder's care through the use of photographs, which are also used within their individual learning journals. Children enjoy looking at them and sharing their experiences with their parents. They play happily in a safe, child-centred environment where they are inspired to learn through their play. The childminder promotes children's communication and language skills

excellently and children learn to communicate very well in this word- and language-rich environment. Using open questions, the childminder encourages children to extend their thought processes and language development. For example, children reflect on a recent fire drill, talking of their concern about the family dog. The childminder encourages the children to recall the discussion that took place at the time and they confidently explain that the fire crew would make sure he was taken out of the house safely. Children's love of books is nurtured through a wide selection of books, some of which the childminder has made, relating to topics children have learned about. Children enjoy joining in with familiar text at story time. They are animated as they pre-empt the words that rhyme when reading about a shark.

Children's understanding of the wider world and diversity continually grows as they see many positive images within the childminder's home. Languages are celebrated and pictures of children from around the world are acknowledged through resources, such as role play, dressing up, small world figures and threading templates. Children celebrate similarities and differences, which fully enhances their understanding of their community and the lifestyles of people around the world. Children feel safe and secure within the childminder's care and special relationships have developed with her, the assistants and the other children. They become competent learners and their self-esteem continually flourishes as they feel confident and able to try new experiences. Children enthusiastically engage in activities which enable them to explore sensory experiences, such as sand, water and play with natural materials. They enjoy the experience of trickling flour through their fingers, excitedly telling the childminder that it is cold, soft and like snow. They develop their early writing skills as they make marks within the flour and are delighted as they look at the prints their hands have made. Children's understanding of mathematical concepts grows as they scoop the flour up with various size spoons and fill and empty jugs. The excellent resources and learning opportunities available, alongside the superb support from the childminder, prepare children extremely well for the move on to school.

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

Children settle gradually into the childminder's care. Parents and children have ample time to familiarise themselves and become confident within their new environment and the routines of the day. This supports the transition from home to the childminder's superbly, and tremendous bonds of attachment are established. Children are safe and secure in the childminder's care. They are relaxed, motivated and thrilled as they immerse themselves in a wide range of exciting activities. Children's confidence and independence continually grow as they are supported to gain everyday skills that will help them as they move on to pre-school and school. The childminder and her assistant model appropriate behaviour so children understand what is acceptable. They support children as they learn to negotiate through play and they learn the importance of being kind and considerate to each other. Children's confidence and self-esteem are fostered excellently through the praise and encouragement they receive. As a result, behaviour is exemplary. Children's efforts and achievements are shared daily with parents. This increases their self-assurance further and they strive to achieve.

Resources are abundant and children confidently select the activities and books they wish

to use. Labels with corresponding pictures are used effectively to enable all children to make conscious decisions with regard to their play. A home-made photograph album enables children to choose resources that are not on display, furthering their independence skills. Child-size armchairs enable them to sit comfortably as they read or care for their dolls. The childminder is adept at changing activities as children's interests develop and to meet their differing abilities. Children's natural curiosity to learn is fostered as the childminder ensures that activities capture children's interest and inspire them to become involved. Children have formed secure relationships with each other and the childminder, and the interaction is superb. Children's communication and language is continually enhanced as the childminder spends time listening to what they wish to say and encourage them to listen to each other. She uses open questions to encourage their use of language and recall past events, therefore compounding their learning.

Children's safety is paramount. Effective routines are in place to ensure children are fully aware of the emergency evacuation procedure. Regular fire drills encourage children to become familiar with the routine and talk through any anxieties they may have. Comprehensive risk assessments of the home, garden and any outings enable the childminder to take effective action to minimise them. However, she is looking at ways of involving the children in this process, thereby increasing their understanding of their own safety. Children's health and well-being are supported extremely well. They benefit from plenty of fresh air and exercise each day, walking to and from school and visiting local woodland areas and places of interest. Children develop their large muscle skills as they balance on trim trails and use various wheeled toys which encourage their ability to move with control and coordination. Children's individual care needs are very well known and sensitively met throughout the day. Children rest and sleep according to their needs. Care routines, such as nappy changing, ensure children's comfort is maintained and the childminder is proactive in hygiene routines to ensure that the risk of cross-infection is minimised. Children's independence is encouraged in everyday routines, such as washing their hands at appropriate times throughout the day, helping to serve their own food and drink and making choices with regard to their play. This supports the development of skills that support them as they grow.

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

The childminder is secure in her understanding of her role and responsibility in protecting children in her care from abuse and neglect. She is fully conversant with the various signs of abuse and the procedures to follow to protect children. All adults in the home and assistants hold enhanced Disclosure and Barring Service checks to ensure their suitability to be in the proximity of children. A record of all visitors to the home is maintained and identification sought. Clear procedures are in place to ensure that children are not left unsupervised with unvetted adults and therefore remain safe. Children are safeguarded as clear routines are in place to ensure mobile phones and cameras are not used within the setting and children are supported when using the internet. The childminder's understanding of children's individual needs is excellent and effective steps are taken to incorporate them into their day. Comprehensive written policies and procedures clearly reflect the care provided. Parents spend time familiarising themselves with all policies,

which are updated to include current practice and legislation. Information is also provided by the childminder regarding the procedure for parents to follow should they have any concerns about the service provided.

Superb relationships with parents enable children to continually thrive and achieve in their learning. Partnerships with parents and other early years providers are extremely good. Effective systems for communication enable parents to share their views, opinions and ideas about the service and their child's learning and achievements at home. Parents have ample opportunity to view their child's learning journal and share their comments. Informative newsletters keep parents actively involved in their child's learning, both at the childminder's and through sharing ideas for extending their learning at home. Relationships with local schools are extremely strong, ensuring continuity of care and consistency in their learning. The childminder works with an assistant and effectively monitors the educational programmes to ensure that observations and assessments are truly reflective of children's learning and abilities and their next steps are appropriately identified. Any emerging needs or gaps in their learning are quickly recognised through their detailed observations and assessments. This ensures swift action is taken to seek support and intervention as needed, effectively supporting parents and children.

The childminder continually strives to enhance this outstanding service. She actively seeks the comments and ideas of parents about the care she provides, using these alongside her own reflection on practice to continually improve. The childminder attends regular training courses and ensures her assistants are also continually learning new skills. This means their knowledge of childcare issues is superb. Parents and other early years providers speak highly of the care provided and their comments include 'the childminder and her assistant demonstrate daily how much they genuinely care for the children they look after, they are so positive and reassuring with them'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	224342
Local authority	Coventry
Inspection number	864321
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	05/12/2008
Telephone number	

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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, 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.

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