

Inspection date	04/07/2014
Previous inspection date	07/01/2009

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

- Teaching is inspirational and has a very positive effect on children's development as the childminder uses a superb range of methods to challenge and extend children's learning.
- The environment has interesting and enriching learning opportunities provided through a varied range of well-presented resources that enable children to choose things for themselves. As a result, children are well supported to initiate their own play and their emotional well-being is fostered.
- An excellent partnership exists between the childminder and parents. This enables parents to become highly involved in their child's welfare and learning both at home and in the childminder's care.
- Children's safety and well-being is highly prioritised. Robust risk assessment, stringent safety measures and highly comprehensive safeguarding procedures ensure that children feel safe and are secure.
- This innovative and dedicated childminder continually updates her professional development by undertaking further training and qualifications. She effectively evaluates and monitors her practice, taking into account the views of parents and children. As a result, she has a very strong capacity to further improve this already outstanding setting.

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 considered all areas of the home, both indoors and outdoors, used for childminding.
The inspector sampled children's assessment records and planning documentation,
- and looked at a selection of policies and procedures, including safeguarding and risk assessments.
- The inspector carried out a joint observation with the childminder and discussed children's learning and development.
- The inspector checked evidence of suitability and qualifications of the childminder and their self-evaluation form.
The inspector talked to children and the childminder at appropriate times
- throughout the inspection and observed a variety of activities both indoors and outdoors.
The inspector took account of the views of parents spoken to on the day and by
- reading a number of comments on questionnaires and letters given to the childminder.

Inspector

Rachel Howell

Full report

Information about the setting

The childminder was registered in 1997 the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Coventry with her husband and four children aged eight, 14, 18 and 20 years. The kitchen, small playroom, rear lounge, downstairs toilet and conservatory on the ground floor are used for childminding. There is a secure garden available for outdoor play. The family have a pet rabbit. There are currently seven children on roll, six of whom are in the early years age range and attend for a variety of sessions. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She attends a number of local toddler groups and visits local shops and parks on a regular basis. She delivers and collects children from the local school. The childminder holds a relevant qualification at level 6. She also holds a foundation degree in Early Years and a BA degree in Early Childhood Education Studies. The childminder is a member of the 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:

- consider enhancing the already excellent provision for recording children's learning and development, by extending the regularity of the summarising of children's progress.

Inspection judgements

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

The quality of teaching is excellent. This well-qualified childminder has an in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage. She has very high expectations of herself and of children in her care. She demonstrates an excellent understanding of how to support young children to achieve their potential and challenge their boundaries in learning and development. For example, children and the childminder have great fun as they play with large cardboard boxes outside, hiding inside them and making very large towers, which children delight in knocking down. The childminder's home is extremely well set out to support children's interests and inspires them to use their skills, senses and imagination when engaging in activities. As a result, children thoroughly enjoy their time with this inspiring, dedicated childminder and are becoming active, confident and independent learners.

The childminder is extremely receptive and responsive to the choices children make during their play. She allows children to choose activities for themselves and engages with them at appropriate times in their play. The childminder constantly speaks with children to promote their communication and language skills. She asks open questions skilfully to

encourage children to consider their approach to activities. Consequently, children are well supported and inspired in their learning, which enables them to develop the skills they need for starting school. They develop an awareness of their local community through visits to the shops, nearby park and the local school. They learn about similarities and differences within their own community through planned activities focused on multi-cultural festivals and customs, such as exploring different foods and visiting local places of worship. The childminder takes children daily to a wide range of larger social groups to mix with other children. As a result, children get used to being with other children from an early age and they develop very good social skills, which will effectively support them when they move on to the next stage in their learning.

The childminder collects detailed information about children's prior learning and development and expertly uses this to assess their starting points. She continues through precise observations and accurate assessments to track progress and effectively plan for the next steps in children's learning. The childminder completes the required progress check for children between the ages of two and three years. As a result, any gaps in children's learning and development are quickly identified and addressed through early intervention and appropriate support. However, there is scope for the childminder to consider enhancing the recording of children's learning and development, by extending the regularity of the summarising of children's progress. Relationships with parents and carers are excellent and the childminder strives constantly to involve them in all aspects of their children's care and learning. This is clearly outlined in comments by one child's parents. 'Our childminder has helped us with a wealth of information that has been invaluable. She has given us lots of ideas of things we can help our child with at home'. The childminder speaks with parents daily on arrival and collection about children's individual needs. She invites them to share observations of children's progress at home. She provides them with comprehensive information, every day, of their child's care and learning using their daily diary. The childminder takes pictures as children play and forwards them onto their parents, so that they can see what they are doing while they are at work. As a result, children are exceptionally well supported and make rapid progress from their starting points.

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

The childminder is highly skilled in helping children settle quickly into the provision. She works closely with parents to ensure all children's needs are known and met. There is a very effective settling-in procedure, which allows children to visit several times with their parents until they are confident within the provision. She listens to their needs carefully and goes a long way to ensure these are met. Consequently, children form strong attachments with the childminder, which very effectively supports their emotional well-being. The childminder shows a genuine interest in children's play and interactions and as a result, relationships are very loving, warm and strong. The childminder places very high importance on children's personal, social and emotional development and fully supports them to form positive relationships with others. This is evident in the excellent progress that children are making in forming close relationships with their peers. The childminder encourages sharing, supporting one another whenever possible and taking responsibility

for resources when tidying up.

The childminder sets clear boundaries for appropriate behaviour and children clearly understand what is expected of them as they are extremely well behaved. She speaks quietly and calmly to children, she listens and supports their opinions. The childminder provides additional support when children are struggling to understand expectations and she uses positive praise to acknowledge their achievements. Children develop excellent personal hygiene skills as they learn to clean their hands with wipes outside before and after meals. Nappy changing routines are well-embedded into practice and the childminder offers excellent flexibility in order to support children's un-interrupted learning. For example, the childminder sensitively limits the disruption to children's outdoor play by changing their nappies outside. She also well prepares children for the next steps in their self-care skills, such as through discussion of potty's and toilet training during baby role play. Children gain an excellent awareness of the relevance of following healthy lifestyle practices. For example, their understanding of healthy eating is promoted through ongoing discussions, relevant games and cooking activities. Furthermore, she discusses healthy options for packed lunches with parents and children as necessary. Therefore, children develop an excellent understanding of the need to have a healthy lifestyle and to keep themselves fit and well.

The childminder embraces outdoor learning and has put a lot of time and effort into creating a truly inspirational garden. She provides excellent learning opportunities that include climbing apparatus with safety flooring, bamboo den and a greenhouse for gardening. She further enhances this with resources that ensure children have the opportunity to access activities covering all of the seven areas of learning within the Early Years Foundation Stage. Children clearly enjoy the outdoor area and spend a considerable amount of their time outside. The childminder supports this by ensuring that they have everything that they need outside. She serves their meals outside and sets up blankets in the bamboo den for nap time. Children are clearly used to this routine and they quickly settle to sleep in the fresh air. The childminder also capitalises extremely well on the opportunity for children to explore learning on a larger scale outside, such as exploring large scale construction and den making with boxes and fabric netting. Children learn to take risks while being well supervised. They use climbing equipment to excellent effect, learning how to climb the short ladder and use the slide safely. Consequently, children develop very healthy, positive attitudes to physical activity and thoroughly enjoy being outdoors.

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

The childminder has a comprehensive range of policies and procedures in place to underpin her outstanding practice. Safeguarding children is prioritised and is exceptionally well promoted. The childminder has attended training and has a comprehensive understanding of her responsibilities relating to safeguarding children. This is supported by thorough written procedures and a wealth of additional information, enabling her to identify children at risk and take immediate action. The childminder's safeguarding policy

includes the appropriate use of mobile telephones and cameras in the setting. The childminder ensures exceptionally good practice by reviewing the policies and risk assessments every six months. This ensures she is able to take into account any regulatory changes and to address any necessary amendments that might occur in the care of individual children. Her excellent organisation, thorough risk assessments and daily checks ensure that children's safety is promoted at all times

Partnerships with parents are exceptional and the childminder gives them opportunities to become involved at all levels. There is excellent communication in place with regard to children's well-being and progress. Parents are encouraged to be actively involved in their children's learning at home and share information about their achievements. The childminder effectively communicates with parents using two-way diaries and instant messaging to communicate about all aspects of her provision. She shares observations and progress with parents. Parents make comments on items sent and this ensures there is an excellent flow of communication present. The questionnaires and comments from parents show that they are extremely happy with the care provided and know their children are safe, secure and happy in the childminder's care. This is summed up very well in the comments by one parent, 'I can not express enough how fantastic our childminder is, she is approachable, welcoming and professional at all times. She has had a huge impact on how confident and vocal our child is. Their progress here has been outstanding'. The childminder has a significantly high understanding of the importance of working in partnership with parents and other providers to ensure children's future learning is superbly supported.

The childminder is extremely enthusiastic, highly motivated and fully committed to her work. She uses her expert knowledge and experience to provide high quality childcare. She constantly seeks to further her professional development by continuing to undertake additional training and qualifications. Since the last inspection, the childminder has made immense progress in her practice. All previous recommendations have been fully met. For instance, the childminder has extremely in-depth processes in place for risk assessing all aspects of her provision and practice, including all of the outings and groups that she visits. She has enhanced the arrangements for parents to share what they know about their child. The childminder ensures she asks them regularly in discussion about any new milestones or skills that their child has achieved. She also closely liaises with them to acquire their comments on children's progress summaries that she completes. The childminder works closely with the local authority and is willing to take on board suggestions and new ideas. She is inspirational in her practice and demonstrates a strong capacity to improve even further.

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. It will be monitored and inspected within twelve months of the date of this 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		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

Unique reference number	504836
Local authority	Coventry
Inspection number	869242
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	07/01/2009
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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