

### Inspection date

Previous inspection date

19/09/2012

Not Applicable

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

**This inspection:**

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

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

#### This provision is satisfactory

- Children's health and safety are suitably promoted as the childminder uses appropriate safety equipment and implements effective risk assessments.
- Children feel safe and settled in the care of the childminder who provides a calm nurturing environment.
- A variety of resources and play experiences are provided that support children to make suitable progress in their learning and development.

#### It is not yet good because

- The childminder carries out observations and assessment but the information gathered is not used consistently to plan for children's next steps in learning.
- The childminder is developing planning to ensure the seven areas of learning are promoted. However, resources to allow for spontaneous mark making or tactile play are not freely available to children.
- The system of self-evaluation is in the early stages of development. Key areas for improvement are beginning to be identified, however they have yet to be implemented to ensure children benefit from better practice in all areas.

## 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 carried out a tour of the premises and observed activities in the lounge and snack time in the dining room.
- Discussions took place with the childminder at appropriate times during the inspection.
- The inspector looked at children's learning journals, records of planning and a sample of children's records, policies and risk assessments.

## Inspector

Karen Millerchip

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her husband and two children aged eight and 14 years in a suburb of Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and the first floor bathroom are used for childminding. There is an enclosed garden available for outside play. The family have a pet cat and rabbit.

The childminder is registered on the Early Years Register and the compulsory and

voluntary part of the Childcare Register. The childminder currently has seven children on roll. Three are in the early years age group who attend for a variety of sessions and four are school-age children who attend before and after school and during some school holidays. Childminding is provided all year round except for public holidays and family holidays which are agreed in advance.

The childminder is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- assess each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan next steps in learning for each child.

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

- improve the system of self-evaluation to ensure children benefit from better practice in all areas
- ensure resources are freely available to allow children spontaneous opportunities to mark make and experiment with different textures and media.

### **Inspection judgements**

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

The childminder has sound expectations of children and provides a suitably varied range of experiences and learning opportunities that promote all areas of learning. The childminder has only recently started caring for children therefore systems to monitor their development are in their infancy. Children's progress is assessed but links to the next stage of learning are not always identified and included. Children make satisfactory progress in line with their starting points and this is supported by cross-referencing to the developmental bands in the Development Matters guidance. The childminder is familiar with the requirements of the two-year-old progress check and is developing ways to complete it and share it with parents and other professionals.

Partnerships with parents are satisfactory, they are encouraged to share what their children can do and their daily care routines. Children are offered a gradual settling-in period where they become familiar with the home environment and the childminder's family. This also allows time for the childminder and the parents to share further information to support the transition period. A daily diary, learning journal and daily

conversations ensure children's emerging needs are identified and planned for.

Children are developing effective learning skills as they freely choose toys that reflect their current interests. Children particularly enjoy the house role play where they happily 'push the baby in the buggy' or 'make dinner'. Interactive toys encourage critical thinking and problem solving skills. One child quickly recognises that pressing a button on the jigsaw board activates the animal sounds without the need to find the matching jigsaw piece. Opportunities to recognise colour, shape and patterns occur during daily routines, but instances for spontaneous mark-making and messy play are less evident.

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

Children play in a well-resourced welcoming environment that supports their feelings of security and self confidence. Safety is given a high priority and the use of safety equipment and risk assessment ensures children can explore and investigate their surroundings safely. Informal planning is in place to support the prime areas of learning and the childminder confidently supports children's personal, social and emotional development.

Behaviour is good as the childminder is a good role model and clearly explains why some behaviour is unacceptable and may harm others. Strong relationships have formed and children are happy and confident to approach the childminder for reassurance if they have had a tumble or need a cuddle as they show they are tired. The childminder is skilled at interpreting expressions and gestures to provide timely support and encouragement.

Children are encouraged to develop self-help skills as they use cutlery to eat their meals and find their bags ready for a nappy change. A range of healthy snacks and meals are available and drinking cups are freely accessible.

Children's health is further promoted as they regularly play outdoors and visit the local park to use large apparatus.

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

The childminder has a suitable knowledge of the safeguarding and welfare requirements. She has recently attended training on Safeguarding Children and Risk Assessments. This knowledge has been used to update her safeguarding policy and to implement a risk assessment regarding the family pets. The childminder's knowledge of the learning and development requirements is developing. Children's starting points are gathered verbally from parents at the start of the placement. The childminder then initially provides learning opportunities in line with parents' views. She has records of what children can do and checks which areas of learning need to be better promoted. The childminder is starting to accurately link observations to the Development Matters guidance, however, the links to individual children's next stage of learning and development are not as apparent, which means children's learning may not always be fully extended.

Partnerships with parents are sound and the use of daily diaries and verbal information sharing ensures parents' views are sought and that they are kept informed of their child's progress. A learning journal is being developed and the observations and assessment within this match the observation of the child's stage of development during the inspection.

The childminder is aware of the benefits of sharing information with other providers of the Early Years Foundation Stage. She is supporting the transition of one child into her care from their current childminder and is looking to set up a communication book with the pre-school where a child has started attending this school year.

The childminder is beginning to identify areas for improvement. However, systems for self-evaluation are in the early stages and are not fully effective in supporting ongoing improvements to the provision for children. Parents are provided with a comments book to share any suggestions and ideas. One parent comment states 'she is the best childminder I have had, I am really happy to leave my children, they have a lovely time and want to stay. The variety of activities and pre-planned craft and play are well thought out and my child never gets bored'. The childminder seeks and welcomes advice and support from her local authority development worker and implements changes that are suggested to continually improve practice.

### 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	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>	EY444993
<b>Local authority</b>	Coventry
<b>Inspection number</b>	790086
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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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