

Inspection date	12/12/2012
Previous inspection date	19/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The childminder has appropriate settling-in arrangements in place, so that children feel comfortable and confident in her care.
- The childminder offers children a welcoming home and ensures there are accessible toys and resources that reflect their interests. They regularly visit local groups where they develop their social skills and have opportunities to use large apparatus.
- The childminder ensures that children play in a safe environment, for example, she keeps her home secure and checks the identity of visitors, which promotes children's safety.

It is not yet good because

- Resources and learning opportunities that introduce children to differences in each other and to people in the wider community are few. This limits children's knowledge of equality and diversity.
- The childminder does not share information, with other providers of the Early Years Foundation Stage, about children in her care. This means that continuity of care and learning is not supported.
- The childminder does not ask parents or children to identify ways to bring about positive changes to the service she provides. Therefore, their views are not considered when planning for change.
- Information about children's learning is not used consistently to plan activities that

provide appropriate challenge. This means that their progress is not as rapid as expected.

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 a selection of policies, children's records, and learning journals.
- The inspector took a tour of the premises.
- The inspector spoke with the childminder and the children at appropriate times during the inspection. Activities and care routines were observed in the lounge.
- The inspector took account of the views of one parent spoken to on the day.

Inspector

Karen Millerchip

Full Report

Information about the setting

The childminder was registered in 1982. She lives with her husband in a house in Walsgrave, Coventry. The whole of the ground floor, the first floor bathroom and the rear garden are used for childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, who are in the early years age group and attend for a variety of sessions. The setting is open on Wednesday and Friday and they visit local groups each morning, during term time.

What the setting needs to do to improve further

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

- expand the breadth of the educational programmes to improve learning about understanding of the world. Provide opportunities for children to learn about similarities and differences between themselves and others and among families, communities and traditions
- improve the way in which the information gained about what children can already do is used. Use this information to plan for individual children's needs and support improved progress in their learning.

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

- improve the ways in which information is shared between the childminding setting and other providers, so that children receive consistency in their learning and development
- develop effective and rigorous ways to gather the views of children and parents; use this information to identify areas to develop that will improve the service provided to them.

Inspection judgements

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

The childminder has a suitable understanding of how children learn and shows that she understands about the areas of learning. She ensures children benefit from activities that take into account their individual interests. She observes the children as they play and knows them well, which means that she has a satisfactory understanding of their learning needs. The childminder uses the 'Development Matters in the Early Years Foundation Stage' guidance to correctly assess children's stage of development. However, she does not consistently use this information effectively to plan learning experiences to ensure that they are fully challenged and make good progress in their development.

The childminder is developing learning journals that contain useful information and photographs that chart children's progress. This means that parents are suitably informed about their children's development. Parents are invited to make comments in the learning journal that share learning experiences from home. Resources are suitably organised, so children can help themselves and develop their independence. Children confidently move around the childminder's home and show that they are settled and content in the childminder's care.

The childminder promotes the use of language well through appropriate interactions, for instance, she introduces new words during daily routines and play. Children's communication and language is further promoted because there is a satisfactory range of age-appropriate books in easy reach. The childminder reads to the children and joins in with songs and rhymes that they are familiar with. For instance, the childminder responds positively when asked to sit on the floor and sing 'row, row your boat'. Children are confident to introduce different verses to their favourite songs, showing that they feel secure in suggesting their own ideas.

Children are learning about how things work as they help the childminder load a DVD and use the remote control to start the music section. The childminder regularly takes children to local childminder groups and 'stay and play' sessions. This is where they have access to a wider range of resources, make friends and socialise with others.

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

The childminder provides a warm and friendly setting where children feel welcome. She makes sure that she gathers suitable information from parents, so she understands about their preferences and daily routines. New parents are offered flexible settling-in procedures, so that they and their children have good opportunities to become familiar with the setting and the childminder's family. Children show that they are comfortable with the childminder and have secure and trusting relationships with her. They move around the childminder's home with confidence and access resources independently. The childminder keeps her home clean and safe. She carries out daily checks of the premises and supervises children as they play. The childminder encourages children to keep themselves safe, for example, she ensures that they understand the rules about playing on the furniture and when they are out walking. She explains that children should sit nicely on the swivel footstool and hold onto the buggy when out walking. This means that children are developing their understanding of safety.

Children learn about appropriate hygiene routines as the childminder makes sure that children know that washing their hands after toileting is important to wash away germs. The childminder uses suitable routines for nappy changing that minimise the risk of cross-infection. Children develop a generally positive attitude to healthy eating because the childminder provides fruit and biscuits for snacks. Parents provide all other food, which is stored appropriately. The childminder encourages young children to be independent, by asking them to carry out simple tasks, enabling them to feed themselves and ensuring that they can access their own bottles of milk. Children play well with each other and are encouraged to resolve any disagreements as they learn to share and take turns. The

childminder shows that she understands about appropriate behaviour management. For example, she uses praise to ensure that children feel valued and uses distraction to minimise unacceptable behaviour. She works with parents to ensure any behaviour management issues are handled in a consistent manner. Children are adequately prepared for their next stage in learning as the childminder talks to them about 'going to big school' when they visit the school to collect others.

Although, a sufficient variety of resources are made available, they do not include enough age-appropriate resources that promote children's understanding of the diverse society in which they live. This hinders the progress they make in their learning about differences in each other and of different people in society. The childminder accesses local venues, such as the 'busy bodies' group, to ensure children have suitable opportunities for active exercise and use larger play equipment, in order to extend their physical skills. In the garden, they have fun collecting leaves and playing with small wheeled toys. This helps them to develop positive attitudes towards healthy, outdoor exercise.

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

The childminder has a sound knowledge of the procedures to follow in the event of any child protection concerns about the children in her care. She has clear procedures that ensure parents are fully aware of her responsibilities to keep children safe. She supervises children as they play and keeps her home safe and secure, for example, she checks the identity of any visitors before admitting them. The childminder demonstrates a reasonable understanding of her responsibilities under the requirements of the Statutory Framework for the Early Years Foundation Stage. She meets all of the safeguarding requirements, such as keeping suitable accident records and recording existing injuries. This means that children are safe and protected from harm. Actions and recommendations from the previous inspection have been addressed. This means that parents are now provided with details if they wish to make a complaint; and the risks associated with the bird bath have been minimised.

The childminder has a satisfactory understanding of the learning and development requirements and demonstrates a suitable knowledge of child development. She is aware of the need to implement the progress check at age two years and has supporting documentation to refer to when the times arises. She organises her setting appropriately, so that children can make independent choices and therefore, follow their own interests. The childminder is aware of the importance of developing links with other providers of the Early Years Foundation Stage and regularly receives newsletters and children's certificates of achievement. She uses this information to link activities within the home. However, she does not share any information that she knows about the children in return; so they do not have the consistent support they need. The childminder recognises the importance of building close links with parents. She has daily conversations, sends text messages and uses e-mail to impart useful information about children's activities and achievements and therefore, ensures that their individual care needs are appropriately met.

The childminder has identified some areas for improvement, for example, she is waiting to attend training on evidence gathering and is looking to update her knowledge on equality of opportunities. However, parents and children's thoughts and comments on how to improve the setting are not sought. Therefore, their views are not considered when areas for improvement are planned. The childminder has not established ways to ensure priorities for improvement are fully identified. As a result, an element of the learning and development requirements of the revised Statutory Framework for the Early Years Foundation Stage has not been fully met.

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

Unique reference number	402329
Local authority	Coventry
Inspection number	819263
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19/01/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.

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.

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

