

Inspection date	10/07/2013
Previous inspection date	24/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's personal, social and emotional development is promoted well by the childminder. Consequently, children are happy, settled and secure and the relationship between the childminder and the children is good.
- The childminder successfully identifies and minimises risks in her home and garden. Children are safeguarded because the childminder is aware of her responsibilities to supervise them and protect them from harm.
- The partnerships with parents are effective. Communication is good with regard to meeting care needs and parents are encouraged to be involved in supporting their children's learning and development so that they make good progress.
- The childminder demonstrates a strong commitment to reviewing her practice and planning for improvement. Therefore, ensuring that children's care and learning needs are continually well-met.

It is not yet outstanding because

- The development of older children's pencil control is not fully maximised. This is because the childminder does not consistently encourage them to enjoy writing for a range of different purposes.
- Sensory play opportunities for babies are not maximised. They are not consistently given opportunities to explore and experiment with different media such as paint, sand and dough.

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 as children played in ground floor play space.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

Inspector

Janice Burnet

Full Report

Information about the setting

The childminder was registered in 2000. She is registered on the Early Year Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband, adult son, and seven-year-old child. They live in a residential area in Coventry. The whole of the ground floor is used for childminding and the bathroom is on the first floor. There is a fully enclosed garden for outside play and a courtyard area which is shared with neighbours. The family has two cats and tropical fish.

There are currently seven children on roll. Of these, six are in the early years age group and one is aged over eight years. Children attend on a part-time basis. The childminder cares for children all year round, all day Monday to Friday. She walks with, or transports, children to and from local schools and pre-schools.

The childminder holds an early years qualification at level 3. She is accredited to provide funded early education for three- and four-year-old children. 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:

- extend practice for promoting pre-school children's pencil control; for example, by encouraging children to 'write' about things that interest them and by increasing writing opportunities in role play

- increase opportunities for babies to explore resources such as paint, sand and dough, to enhance their sensory development and creativity.

Inspection judgements

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

Children are making good progress. They are happy and confident and the childminder ensures that they are challenged effectively so that they reach the next stage in their learning. She works well with parents and other early years providers to ensure continuity for children. The childminder supports children well so that they develop skills in readiness for nursery class and school. She is aware of the requirement to provide parents with the progress check at age two and completes this where necessary.

The childminder offers good support when children invite her to join in with their play. For example, they choose to play with role play resources and invite her to look after their 'babies' while they go to 'work'. Children gather tools and pretend to 'fix' different things. They then return to the childminder who promotes language development well as she talks with them about what they have been doing and how the 'baby' has been in their absence. Children pretend to go shopping and gather play food to put in their shopping baskets. In addressing consistency with other early years providers, the childminder is encouraging older children to write their own names through tracing and 'dot to dot' writing. However, some children are resistant to learning in this way, and promoting writing for a range of different purposes is not always maximised by the childminder.

Children enjoy cooking activities and the childminder identifies the areas of learning that are promoted well while children enjoy taking part. Physical development is promoted well because children learn why they must wash their hands before touching the ingredients. They develop skills as they use tools and scoop the mixture into cake cases. Children explore change as they mix ingredients and identify the difference after cooking. Mathematical learning is promoted because children count spoons full of ingredients into the scales, learn about weights and look for the required numeral on the dial of the scales. Resources such as paint, dough and glue are accessible to older children when they choose to play with them. However, opportunities for babies to explore and investigate these resources are not maximised and so their sensory development is not always promoted by the childminder with full effect.

Children's physical development is promoted well by the childminder. She ensures that they are able to practise skills using large play equipment at her home, at the park and at groups. Manipulative skills are developing well and are practised when children play with safe small toys and tools. Babies choose to play with interactive toys and they know which buttons to press to make different sounds. They enjoy 'bopping' to music whether they are sitting or standing. Books are always easily accessible to children and babies enjoy looking at ones that contain different textures and make different sounds. Older children choose favourite story books for the childminder to read.

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

Children are settled, happy and emotionally secure. Relationships are good and their personal, social and emotional development is addressed well by the childminder. A settling-in period is discussed and agreed with parents in accordance with children's different emotional needs. Children are prepared well for their transition into other early years settings and reception class in school. For example, they socialise with other adults and children at groups. The childminder identifies the importance of positive reinforcement as a strategy for managing children's behaviour. In order to boost children's self-esteem she makes sure that they are praised for positive behaviour. Resources are safe and meet children's learning and development needs well. Children's independence is promoted appropriately, for example, they choose and easily select resources for themselves.

The childminder creates a warm and welcoming environment for children and their parents. Clear admission information obtained from parents ensures that individual care needs are well-met. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected because the childminder encourages them to be physically active, for example, they play ball games and enjoy climbing. They are developing an ability to attend to their self-care needs. Children's welfare is addressed effectively because the childminder ensures that the environment is healthy and safe. She teaches children how to keep themselves safe. For example, they are encouraged to identify which climbing apparatus at the park is suitable for them and how high they should climb. Children's good health and well-being is promoted well by the childminder. She provides healthy food and addresses food hygiene requirements well.

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

The childminder ensures that her home is safe, secure and welcoming. She is aware of her responsibilities with regard to safeguarding children. All necessary checks have been completed for members of the household aged 16 years and over. The childminder ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Coventry Safeguarding Children Board procedures.

The childminder monitors the educational programmes to ensure that children make good progress. She is aware of, and addresses well, the requirements within the Statutory Framework for the Early Years Foundation Stage. In order to review and improve her practice she welcomes advice offered by local authority development workers, and she is linked to a local quality assurance scheme. Her current priority for improving her practice is to continue to attend training workshops available for accredited childminders. These include, protective behaviours, reflecting on practice and forest schools. Resources meet children's different learning needs effectively and are maintained in a good state of repair. Required documentation is kept up-to-date and in good order.

Good communication between the childminder and parents means that children's care and learning needs are met well. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. Parents views on the service provided are obtained through the implementation of a questionnaire. Parents share very positive views on the childminder's practice. A range of written policies successfully reflect the service provided with regard to meeting children's needs. The childminder has developed good links with other early years providers in order to ensure continuity of care and learning for children.

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
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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

Unique reference number	224253
Local authority	Coventry
Inspection number	871336
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	24/11/2008
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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