

<b>Inspection date</b>	18/07/2013
Previous inspection date	23/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are valued as individuals by the childminder, who ensures they play in a safe, caring, stimulating environment. Assessment of potential risk enables her to take action to minimise them and, therefore, keep children safe.
- Children's confidence and self-esteem is continually enhanced through the praise and encouragement they receive. This has a positive impact on their learning and development.
- Firm relationships have been formed and good communication takes place with parents. This enables their child's needs to be known and ensure continuity of care for children.
- The childminder uses her own self-reflection alongside the views of the parents to look at the strengths of her service and identify areas she would like to develop. This enables her to enhance the care and improve outcomes for children.

#### **It is not yet outstanding because**

- There is scope for children to develop their literacy skills with regard to making marks in different ways.
- Children have fewer opportunities to explore different tactile experiences.

## 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 garden and lounge.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector took account of the views of written feedback from parents.

## Inspector

Tracey Boland

## Full Report

### Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a suburb of Coventry. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed rear garden for outdoor play. The family have a dog, three cats, chickens and fish.

The childminder attends several toddler groups and she visits the shops, parks and local duck pond on a regular basis. There are currently three children on roll who are all in the early years age group and attend on a full and part-time basis. The childminder operates all year round from 8am to 5pm, Monday to Friday, except for family holidays.

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

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

- extend opportunities for children to make marks and practice their pre-writing skills, with specific regard to role play
  
- provide additional opportunities for children to explore different textures through play, for example, through the use of gloop.

## Inspection judgements

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

The childminder has a good understanding of how children learn and develop and supports children's learning very well. As a result, they make good progress. This helps prepare them for nursery or school. Children's ongoing development is monitored and assessed through detailed observations of the children playing. The information gained is used effectively to plan a varied and interesting range of activities. The childminder uses the guidance document Development Matters in the Early Years Foundation Stage to identify children's abilities, identifying the next steps in their learning. A wide variety of photographs are shared with parents enabling them to see their child's enjoyment throughout the day. Parents are actively encouraged to share information about their child's learning at home and any achievements. Each child has their own yellow learning journal record, which is shared with parents and their comments are sought. This ensures they are informed and involved in their child's ongoing progress.

The childminder plans under the prime and specific areas of learning for children in the early years and has a secure knowledge of their development. Children enjoy visiting different groups where they meet with familiar friends and adults and continually enhance their social skills. Children have a keen interest in books and look at them alone or with the childminder. They enjoy well known stories and join in with familiar rhyme and text. Children re-enact familiar and known events and read books to each other as they play schools and pretend to be the teacher. As a result, children's listening skills are promoted well and they understand that print has a meaning. Children chatter to each other and the childminder who answers any questions they may have. She asks questions to encourage them to think and extend their language, for example, the childminder asks where the water has gone and what has happened to it as they wash their chalk pictures off the slabs and the water disappears in the sunshine.

Children develop very caring attitudes to each other and the animals and chickens in the garden. They actively engage in feeding them corn and collecting their eggs, counting them each day and use them in cooking activities. This broadens children's understanding of where our foods come from and how they change through the cooking process. Children follow good hygiene routines understanding the importance of washing their hands, especially after contact with the chickens, dog and cats. They explain they need to wash their hands to get rid of the germs.

Children are developing their creative skills as they enjoy various art and craft activities indoors and out. They pat and manipulate dough using rolling pins and cutters to make various shapes and are supported where needed to develop scissor control when cutting out pictures or cutting dough. This supports their small muscle skills well and enhances their hand and eye coordination. Children enjoy water and sand, however, there is scope for children to extend their exploration of textures through materials, such as gloop. Children re-enact familiar events through role play and especially like the utensils and play food that are in abundance. They talk about foods they enjoy and recall visits to restaurants with their families extending this to include foods from around the world. They pretend they are waiters and enjoy making food for the childminder. However, there is scope to enhance this further by providing pens and paper enabling them to take written orders and create their own menus. This means they have opportunities to enhance their skills at making marks and begin to form letters, which encourages their early writing skills.

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

Children are extremely relaxed and happy in the childminder's care and clearly enjoy their time with her. They settle at their own pace as the childminder works closely with parents by visiting her home several times enabling them to become familiar with her, the environment and the routines of the day. This ensures that the transition from home to the childminder's is as relaxed as possible. The childminder encourages parents to share as much information as possible about their child's individual needs and routines, likes and dislikes enabling her to continuity of care. As a result, children are relaxed, feel safe and confident in her care and have formed good bonds of attachment.

Children's behaviour is good because clear rules and boundaries are in place. The childminder is a good role model to children encourages them to try to resolve minor squabbles and disagreements while supporting children as needed. Children's confidence and self-esteem continually grows and flourishes through the praise and encouragement they receive. Resources are stored at low-level in labelled boxes enabling children to have easy access to toys and resources and make informed choices with regard to play. This further develops their independence skills.

Children learn to be safe both indoors and outdoors as the childminder reminds them of road safety, listening for traffic and looking both ways before they cross the road. They also talk about other dangers that may be around them, such as 'stranger danger' and being aware of dogs that may be at parks or at the duck pond when they visit. Children enjoy healthy foods and snacks and are reminded to drink regularly to keep themselves hydrated in the hot weather. They are encouraged to help themselves to foods and feed themselves, which promotes their independence and encourages their hand and eye coordination. Parents currently provide packed lunches for their child, which are stored appropriately until needed. The childminder is aware of following good food hygiene routines, which includes good hand washing procedures.

Children enjoy the outdoors and get plenty of fresh air each day walking to and from pre-school, visiting groups or playing in the garden. They enjoy using the climbing equipment and swing at the park and develop control and coordination when using wheeled toys and cars in the garden. Children regularly attend groups where their social skills are continually enhanced as they play with a wider group of friends and meet other adults. This develops their confidence and helps prepare them for the transition to other settings.

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

The childminder has a good understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. She fully understands the procedures to follow should she have concerns about a child and shares her written safeguarding children policy with parents. This ensures parents have a clear understanding of her role in keeping children safe from harm. The childminder is clear about informing Ofsted of any changes. All adults in the home have been through all suitability checks, which mean they are vetted appropriately and safe to be in the proximity of children. The childminder is proactive in her approach to safety and all areas of the home and garden are effectively risk assessed to ensure children can move around the home in safety. Clear evacuation procedures are in place for emergencies and children are actively involved in regular fire drills. These are recorded and evaluated to ensure the evacuation procedure remains suitable. Therefore, children are kept safe.

The childminder has a firm knowledge and understanding of how children learn and the learning and development requirements. This knowledge is used effectively to help children make good progress. Detailed observations of the children are completed which reflect their enjoyment throughout the day and enables the childminder to identify the area of learning the activities link to. The childminder makes good use of the guidance

document Development Matters in the Early Years Foundation Stage to ensure any gaps in children's learning are identified, enabling her to address this with parents and other professionals as needed. Planning takes account of children's interests and is shared with parents each day. The childminder has completed the progress check at age two alongside parents and the written summaries are available for parents to share with other health professionals as they wish. Through her knowledge of children's learning and development she provides an interesting and challenging variety of activities that support and encourage children's learning. Consequently, they make good progress.

The childminder has developed firm relationships with the local pre-school and with parents' consent shares information with other providers caring for children, to promote continuity of care. Parents receive written and verbal information daily from the childminder outlining the activities their child has been involved in, their personal care and their learning. The childminder invites parents to comment on the care provided through the use of questionnaires and within their child's learning journal. This enables her to reflect on her own practice, identifying areas she wishes to develop and those areas where practice is strong. The childminder's current priority is her continued development of knowledge in the childcare field through training and development. This will enable her to continually enhance her skills which will have a positive impact on the service she provides and on the outcomes 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
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

<b>Unique reference number</b>	224288
<b>Local authority</b>	Coventry
<b>Inspection number</b>	902315
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/09/2008
<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, 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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