

Inspection date	20/01/2014
Previous inspection date	21/11/2011

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		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 make good progress because the childminder effectively observes and assesses their level of achievement. She is aware of their individual learning styles and plans varied play experiences that maintain their interest and curiosity to learn.
- Children's social and emotional needs are well met by the childminder. She shares warm relationships with them and is sensitive towards their individual needs. Consequently, children are happy, settled and confident in her care.
- The childminder has established effective ways of sharing information regarding children's experiences and learning, both at home and while they are in her care, so that these are continually built upon.
- The childminder's sound self-evaluation of her practice includes the views of parents, to further assist her in identifying areas for future improvement.

It is not yet outstanding because

- Children's rapidly developing understanding of information and communication technology is not optimised because they have less opportunities to use resources, such as cameras.
- There is scope to extend the children's already good understanding of mathematics by increasing opportunities for them to experiment with quantities and measures.

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 the living room and kitchen.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.

Inspector

Hazel White

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband and two children aged 11 and 14 years. The whole of the ground floor of the property is used for childminding. The childminder visits the park on a regular basis. She takes children to and collects them from the local schools and pre-schools.

There are currently six children on roll, three are in the early years age group and attend for a variety of sessions. The childminder operates during term time only from 7.30am to 5.30pm. She has an early years qualification at level 2 and is a member of 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:

- create opportunities for children to develop skills for the future by providing a range of information and communication technology resources, such as torches, cameras and remote controlled toys

- increase opportunities for children to experiment with quantities and measures, for example, through sand and water play.

Inspection judgements

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

The childminder has a secure knowledge of the areas of learning and provides a good range of activities and experiences that capture children's interest and hold their attention. Planning effectively supports learning and development for individual children and includes their routines and interests. The childminder records children's progress and takes photographs of them to illustrate the activities they enjoy. Their next steps of learning are clearly identified which helps to ensure that they are constantly supported to make good progress towards the early learning goals in readiness for school. The childminder establishes positive relationships with parents and gathers detailed information from them when children first start, forming a clear picture of what children can already do. She regularly shares information regarding children's experiences and learning while they are in her care and encourages parents to share their achievements at home. This enables the childminder to continually build upon the children's learning and development and ensures that parents are kept fully informed.

The childminder uses a good range of resources to support her teaching. She is aware that children need a variety of experiences that engage and inspire them and she ensures that toys and equipment are rotated with some put away, so that children are not overwhelmed with choices. Children are focused and well supported by the childminder, who skilfully asks questions that link experiences to learning intentions or to past events that children can recall. For example, when children create pictures using triangle foil shapes and glue, they recall it being the same shape as the Christmas tree. This leads to a discussion about the seasons, foods we eat in the winter and how they grow. A child remembers that they ate sprouts and potatoes for dinner and they learn that they grow in the ground. Consequently, children extend their thinking and are learning about the natural world.

Children regularly take part in art and craft activities which develops their creativity well. They confidently load brushes with paint to cover their hands so that they can make hand prints on paper. They are intrigued to learn what happens when they mix two different colour paints together and decide which shades are their favourite. This helps children to explore changes in media and to develop their physical skills when handling tools. Everyday routines are effectively used to promote counting. Children write out price cards when they play shops, therefore, developing an understanding of monetary value. However, children do not consistently have opportunities to experiment with quantities and measures to maximise their mathematical knowledge.

Children are confident speakers because the childminder supports and encourages them to engage in conversations, particularly when engaging in role play. For example, children tell the childminder that they are giving a doll a bath before she goes to a party and this is because they want her to be clean and smell nice. The childminder helps children to think through why the dress they are trying to put on the doll will not fit. Children work out that it is too small to go over her head and choose a different one. They talk about the different types of party, such as, birthday, wedding and discos. As a result of the childminder's skilful interaction, children's communication and language skills are promoted well. Children have access to an assortment of books, which they enjoy looking at with the childminder. In addition children visit the library which further develops their love of books and helps their understanding that words carry meaning. Children learn mark making skills and early pencil control in a variety of ways. They write letters in their pretend play and learn that the letter goes into an envelope and requires a stamp before it goes into the post box. Displays around the room include these words so that children learn to recognise them, therefore developing good literacy skills.

A variety of resources, such as, books and multicultural dolls, are readily available so that children become more aware of diversity. Young children show an interest in toys with buttons, flaps and simple mechanisms, which they competently operate. However, there are less frequent opportunities for older children to reliably gain key skills for their future learning. This is because there are fewer information and communication technology resources available. Children enjoy experiences outside of the home. They socialise with other children when they attend rhyme time sessions at the library and visit the local park. These opportunities help to prepare children for their transition to the next setting and

appropriately develop their understanding of the world.

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

Children are happy and comfortable in the childminder's care. This is as a result of the support and warmth they receive. The childminder readily joins in with their play and shows a keen interest in what they are doing and saying. She ensures that all children form strong bonds and attachments by having thorough settling-in procedures to help them gain a sense of belonging. The childminder finds out about children's familiar routines from parents during this time and as a result, children's emotional needs are well met. The childminder manages children's behaviour in a fair and consistent manner. She focuses on praise and rewarding children for their good behaviour. Consequently, children have high levels of self-esteem. Children are given clear guidance, reminded to share toys and encouraged to help put toys away. She is calm, polite and kind towards children, setting clear house rules and boundaries. This develops children's understanding of right and wrong.

Children enjoy outdoor play, which effectively promotes their physical development and ensures that they get plenty of fresh air and exercise. They benefit from attending groups outside of the childminder's home. Overall, these opportunities help prepare children for later transitions to nursery and school. Children demonstrate good independent self-care skills. For example, they learn to put their aprons on before painting and their shoes on the correct feet before going outside. The childminder has a good understanding of health and nutrition for young children. Children are encouraged to try new foods, which helps to develop their tastes and extend their knowledge of healthy eating. The childminder offers children guidance and support to help them learn sensible hygiene routines to prevent the spread of germs. For example, children know to wash their hands before eating.

Children's safety is given priority. The childminder encourages children to be active and explore their environment, while teaching them to be safe. Children know to tidy up when there are too many toys on the floor in case they fall over them. They learn to manage risks safely when they climb and use the play equipment in the park. The childminder talks about crossing the road safely, which mean children, develop their understanding of how to be safe when out and about.

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

The childminder has a secure understanding of how to protect the children in her care. She is aware of her local procedures for child protection and knows who to contact should she need to raise a concern. A well-written policy is shared with parents so that they are clear of the childminder's responsibilities in keeping children safe from harm. All adults have undergone suitability checks. The childminder visually checks the premises to identify any potential risks and takes reasonable steps to ensure that hazards to children, both inside and outside the house, are minimised. For example, doors are kept locked and

safety gates are used. Fire safety equipment is in place and the evacuation plan has been practised with the children so that they are familiar with what to do.

The childminder fully understands the importance of continuous professional development and is currently completing an early years degree. She receives advice and support from the early years advisor. This helps her to monitor her provision and keep up-to-date with current practice. Consequently, children benefit from her increased knowledge and skills. The childminder routinely evaluates the educational programme and her assessment of children's learning and development. She adjusts planning to reflect any changes in their interests or needs. This enables her to set appropriate targets to improve learning opportunities for children. The childminder has clear plans in place to develop the service she provides. For example, she has introduced an electronic system for keeping parents informed about their child's progress and is revamping the garden for the children's enjoyment.

The childminder has good working relationships with parents. She regularly shares information about the children's care and learning, both verbally and through the daily communication book, which includes observations of children's learning and achievements. As a result, parents are kept well informed about their child's day. The childminder is aware of partnership working to secure support for children with identified needs and is clear about working with other professionals to ensure prompt intervention if necessary so children's needs are met. Links with other providers delivering the Early Years Foundation Stage are forged and important information shared in respect of activities planned and provided for the children and about what children know and can do. Consequently, precise information is gathered to complement children's learning.

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	EY427506
Local authority	Coventry
Inspection number	870297
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	21/11/2011
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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