

Inspection date	10/10/2014
Previous inspection date	09/06/2009

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 well supported. They are content, display a strong sense of belonging and form positive relationships with the childminder and her family.
- Children make good progress in their development and have a positive attitude to learning. This is because the childminder provides learning experiences that are exciting and interesting.
- Children's safety is of paramount importance. The childminder assesses risks and minimises hazards in her home and garden so that children are able to play safely.
- Children regularly visit local groups where they join in physical activities and socialise with children of a similar age. This helps to prepare them for their move on to school.

It is not yet outstanding because

- The childminder does not always make the best possible use of her garden to raise children's awareness of nature and to encourage their sense of curiosity while playing outside.
- Parents are not consistently encouraged to share information about their children's learning at home so that the childminder can use their contributions in her planning, in order to optimise children's good progress.

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 designated play room.
- 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 a parent present on the day and 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 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family, in a house, in Coventry. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog. The childminder attends a toddler group and visits the park on a regular basis. She takes children to and collects children from the local schools and pre-schools. There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's curiosity and awareness of the natural world, for example, by providing more resources and opportunities for them to explore and investigate while playing out in the garden
- strengthen planning for children's individual learning by encouraging parents to further share what they know about their child in relation to their learning at home, and use this information to contribute towards the planning of activities.

Inspection judgements

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

Children are provided with a wide range of play opportunities which help them to make good progress in their learning and development. The childminder uses effective teaching methods to ensure that all children learn with enjoyment and challenge. She skilfully involves children of all ages in the activities on offer. For example, older children use rollers and pastry cutters as they play with dough and younger children explore the dough, squeezing it through their fingers. The childminder makes observations of what children enjoy and can do, and uses these capably to help decide the next steps in their learning. This means that children are preparing well for their next stage in learning and for school. The childminder completes a progress check on children between the ages of two and three years. Parents are provided with a summary to identify any additional support that might be needed. The childminder has daily conversations with parents about children's well-being and what they have been doing each day. This ensures parents are kept well informed and there is continuity in care. Learning journey records are shared with parents. This provides them with a clear picture of the progress children make

towards the early learning goals. However, there is scope to strengthen parents' involvement in their child's learning by looking at different ways to include them in sharing their observations from home. This is in order to provide the childminder with additional information to include in her future planning in order to maximise the good progress children make.

Children are supported to successfully develop their communication and language skills. Young children copy single words said by the childminder and she extends their vocabulary by adding words. For example, when passing a child a brick to build a tower she says 'brick, a red brick'. The childminder sensitively demonstrates how to pronounce words by repeating what children say correctly. This enables children to use their growing skills and become confident communicators. Children show a keen interest in books and thoroughly enjoy listening to stories. They regularly visit the library for rhyme time and to choose their own books. Consequently, children have first-hand experiences to learn that text has meaning. Children develop a good understanding of number and shape through daily routines and play, such as matching and sorting shapes and colours, singing number rhymes and counting everyday objects in their surroundings. They spontaneously compare shapes and sizes and work out which play dough cake is the biggest or smallest. Children learn how to operate programmable toys, therefore, developing skills in the use of simple technology. For example, children confidently use tills and phones in their pretend play and control and manoeuvre remote controlled cars. The acquisition of such skills helps to prepare children for the next stage of their learning and moving onto school.

The childminder encourages children to understand and respect the values and differences of others, through the celebration of festivals and special events. In addition, children use resources, such as multicultural dolls, jigsaws and books about diversity in their spontaneous play. As a result, children develop a good awareness of people in the community. Outdoor play is a regular feature of the daily routine and children develop balance and coordination as they ride wheeled toys and learn to move in a variety of ways. They visit local parks where they can run around and enjoy fresh air. Furthermore, children develop early writing skills as they make marks outside in the childminder's garden using chalk, water and paintbrushes. However, children do not have many hands-on opportunities to learn about how plants grow while playing in the garden. Furthermore, there are no areas for children to dig in the soil and discover mini-beasts. Consequently, the childminder is not consistently using her garden to best effect to support children's sense of exploration and understanding of the world.

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

The childminder provides a warm and welcoming environment. She knows the children in her care well and they develop a strong rapport with her and her family. This enables each child to develop secure emotional attachments and quickly settle in the childminder's care. Babies enjoy close contact with the childminder, especially when unfamiliar people are present. The childminder provides them with a reassuring cuddle, which helps them to develop confidence in the presence of other adults. Parents provide the childminder with

background information to ensure that she can meet children's individual welfare needs effectively, and ease the transition from their home and into her care. This information is recorded and regularly updated to take into account children's ever changing needs.

The playroom is well organised with most resources stored at a low level. Consequently, children make some independent choices about their play. Furthermore, children develop good self-care skills as they learn to take their coats and shoes on and off. The childminder acts as a positive role model, promoting children's good behaviour and manners. Children learn about the possible consequences of their actions, which helps them to know the difference between right from wrong. The childminder offers lots of praise to develop children's self-esteem and this helps them to feel good about what they do. Consequently, children behave well and play cooperatively together, learning to take turns and share. The childminder helps children to be well prepared for the next stage in their learning by introducing them to group situations whereby they socialise with others. Younger children go on the school run with older children. The childminder uses this opportunity to introduce them to the school environment and to discuss what will happen they start school. This helps children to be emotionally ready for their move to school.

The childminder effectively supports children's physical skills, helping them to develop a positive approach to healthy lifestyles. Children learn that fresh air is good for their wellbeing. They competently climb on large equipment and kick and throw balls in the park. Consequently, their physical development is promoted well. The childminder has a good understanding of health and nutrition for young children. She is aware of children's individual dietary needs and ensures these are met. Parents provide meals and snacks for their own children and the childminder is able to give advice regarding healthy options. Children have discussions with the childminder about the importance of eating healthily, which effectively promotes their understanding of healthy foods and those which should be eaten in moderation. Children's awareness of safety is effectively promoted as they learn to follow sensible safety rules to help them to stay safe in the home and on outings. For example, older children know to keep small toys away from babies and to stay close to the childminder when they go on outings. Fire safety equipment is in place and children have practiced the fire evacuation plan so that they are familiar with what to do in an emergency.

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

The childminder has a secure understanding of the safeguarding and welfare requirements. She has a safeguarding policy to follow should she need to seek advice or make a child protection referral. This is shared with parents so that they are aware of her role and responsibilities in protecting children from harm. In addition, the childminder has completed safeguarding training. This helps her to further consolidate her learning and ensure her knowledge of child protection is secure which further protects children's welfare. All adults in the household have had their suitability checked. The childminder provides a safe environment through conducting regular risk assessments and taking sensible safety precautions. Risk assessments take account of all areas children have

access to and are effective in identifying and minimising risks to children. The childminder holds a valid first aid training certificate, so that she able to deal efficiently with any accidents that may occur.

The childminder is committed to continuing her professional development. She attends numerous training courses and networks with other childminders to share good practice. The childminder monitors and evaluates her practice through self-evaluation, which includes seeking the views of parents and children. This provides her with a good overview of the service she provides and enables her to identify clear targets for ongoing development. For example, the childminder recognised that there was a gap in resources to help children learn how to use simple technology. She added resources, such as, torches, remote controlled cars and cameras. This results in children benefitting from a continually improving service to ensure they achieve well in their learning.

The childminder works closely with parents in most respects. She has daily conversations, sends text messages and uses a daily dairy to impart useful information about children's activities and achievements. Parents speak highly of the childminder's service. Their comments include 'I have noticed a significant improvement in my child's confidence and conversational skills' and the childminder 'goes the extra mile'. All children are successfully supported, with the childminder working in partnership with other settings when the care is shared or when children have special educational needs and/or disabilities. This promotes continuity of care and learning for every child.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY250687
Local authority	Coventry
Inspection number	860326
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	09/06/2009
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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