

Inspection date	08/10/2012
Previous inspection date	12/02/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 a sound understanding of the learning and development requirements which helps each child to make sound progress at an early stage in their development.
- Children feel safe and secure with the childminder because she provides a caring, environment where they follow familiar routines.
- Children have clear boundaries which help them to develop an appropriate understanding of acceptable behaviour.
- Children attend regular group play sessions with the childminder, providing opportunities for them to develop social skills and try out new activities in different surroundings.

It is not yet good because

- Although the childminder has a good relationship with parents, they are not fully informed about how their children are being assessed or provided with information about how the Early Years Foundation Stage is being delivered in the setting.
- Opportunities for children to play with and extend their learning of information technology are not yet fully embraced.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main downstairs room and the garden.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation and a selection of policies and children's records.

Inspector

Hazel White

Full Report

Information about the setting

The childminder was registered in 2003. She lives in a residential area of Coventry in the West Midlands with her husband, adult son and two children aged seven and 13 years. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet rabbit.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently nine children on roll, six of whom are in the early

years age group. Children attend on a full and part-time basis. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- provide parents with information about how the Early Years Foundation Stage is being delivered in the setting in general, but with particular regard to; how children are assessed and how parents can share what they know about their children's learning and build on what they have learnt at the setting.

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

- review and further develop opportunities for children to play with and extend their learning of information technology.

Inspection judgements

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

Children make steady progress because the childminder demonstrates a sound understanding of how to support their learning and development. General information is obtained from each child's parent about their routines, personal care and likes and dislikes. This helps the childminder to plan sufficiently taking into account their individual interests and capabilities. Children self-select from a suitable range of toys and resources which are stored at a low level in various places throughout the home. This helps develop their independence and sense of belonging.

Children's speech and communication is supported through conversation, songs and stories. They name the fruit that they put in their basket when they pretend to go shopping and guess the characters in their favourite books as the childminder describes what she sees. For example she gives clues such as 'he wears a yellow hat and he is a builder'. This helps children's vocabulary to progress within the developmental milestones for their age. Children demonstrate a good imagination as they enjoy pretending to 'take their baby for a walk to the shops in her pram'. They show a great interest in the childminder's camera, naming their friends as the image appears. They tell the childminder to 'say cheese' as they pretend to take photos of her on their toy camera. However, other access to technology equipment and programmable toys are more limited which hinders children's progress.

Children are encouraged to solve simple problems and work out how things fix together as they help to build the train track. They count everyday objects and discuss how to make brown paint by mixing other colours. Children attend various social groups providing them

with opportunities to mix with others and take part in activities, such as, sand and water play so that they can experiment with volume and measure.

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

Children form strong bonds and secure attachments with the childminder and her family which help them to settle and feel at ease. They are happy in her care and freely move between their chosen activities, helping them to develop their confidence in trying new experiences. The childminder takes time to talk to each child individually throughout the day so children feel they are valued and fully included.

Children behave generally well because the childminder is teaching them to share toys and enjoy each other's company. They learn to think about how their behaviour affects others and any challenging behaviour is handled in a calm manner. Praise and encouragement are regularly given to raise children's self-esteem. Children are developing a healthy life style and good self-care skills. For example, they learn to hold the spoon competently, to feed themselves at lunch time and they have regular outdoor and physical play. They enjoy nutritious meals and snacks which include fresh fruit and vegetables. Children establish the importance of keeping themselves clean by following appropriate hand washing routines.

The regular outings to local groups help children to develop confidence when they are out of the home. They play with or alongside a range of other children and also to get used to being with other adults. Opportunities for outdoor play in the garden and local walks are planned into each day.

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

The childminder has a sound understanding of local safeguarding procedures and knows who to call should she be concerned about a child in her care. Consequently, children are appropriately protected from harm and neglect. She keeps children safe by carrying out visual daily checks of her home and garden to identify and minimise any potential risks. For example, she makes sure that external doors are kept locked and gates are bolted to prevent children leaving unaccompanied.

The childminder's knowledge of children's learning and development needs is satisfactory. She provides a stimulating environment in which children are keen to explore and learn. She is beginning to use information obtained about each child's development to plan and identify their next steps in order to help them to progress further. The childminder has a sound commitment to improving her service. She has completed the mandatory first aid course and attends a childminding group to keep her knowledge and skills up-to-date. Self-assessment systems are developing and she is beginning to identifying areas of improvement that will have a positive impact on her practice. She has started by reviewing systems for observing and assessing children's progress so that they reflect the new framework.

The childminder has a positive relationship with parents and they share information on a daily basis ensuring that both parties are fully aware of children's changing needs. However, information regarding how the new Early Years Foundation Stage framework is being delivered and how children's learning is being assessed is not yet effectively shared with parents. This means that parents are not able to effectively share information about what their children learn at home or build on what they learn at the setting. The childminder understands the importance of developing strong working relationships with other agencies and other providers of the Early Years Foundation Stage and has started to consider ways of communicating effectively to promote consistency for children.

The Childcare Register

The requirements for the compulsory 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	EY258610
Local authority	Coventry
Inspection number	819776
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	12/02/2009
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 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.

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