

Inspection date

Previous inspection date

24/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 happy, relaxed and contented in their play. They are cared for in a welcoming, friendly environment. There is good interaction between them, the childminder and her co-workers which helps children feel safe and secure.
- Children enjoy a wide range of interesting and stimulating activities that encourage their natural curiosity to learn. Their individual needs are successfully incorporated into the planning which fosters active learning well.
- The childminder has a good understanding of how to promote the health and well-being of the children in her care. They develop a clear understanding of the importance of healthy eating and benefit from being active and having plenty of fresh air.
- Children respond to the expectations of the childminder for good behaviour due to the clear rules and her consistent approach. They are encouraged to be kind and considerate to one another and are very well-mannered.

It is not yet outstanding because

- The outdoor area is not yet fully used so that children can explore the natural environment and talk about the things that they have observed such as plants, animals, natural and found objects.

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 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 in the downstairs rooms 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 April 2012. She lives with her husband and three adult children in the Coventry area of the West Midlands. She co-minds with one of her sons and her husband acts as an assistant. The whole of the ground floor and upstairs bathroom are used for childminding. There is an 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 dog.

The childminder is registered on the Early Years Register and on both the voluntary and

compulsory parts of the Childcare Register. There are currently nine children on roll, of whom six are in the early years age group. Children attend on a part-time basis. The childminder has an early years qualification and is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- extend activities in the outdoor area so that children can explore the natural environment and talk about the things that they have observed such as plants, animals, natural and found objects.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and provides a wide range of activities and experiences that keep children keen and motivated to learn. The children form secure relationships with the childminder and her co-workers. They all demonstrate a good understanding of the children's likes and dislikes. Information from parents is effectively used to plan for individual children taking into account their age and stage of development. Observations of the children are completed, evaluated and each child's future learning needs identified and addressed.

Rooms used by the children are well organised and attractive displays of the children's work are evident throughout. Toys and resources are developmentally appropriate and children are able to self-select as they are stored at a low level, with labels and pictures reflecting the content of the boxes. Therefore children are able to make informed choices with regard to their play. Activities are adapted or adjusted depending on the interest of the children and their level of understanding.

Children count in everyday situations and their understanding of letters and sounds is promoted through linking letters to their names and learning phonics. They look for their names on their cups and label their own work. The childminder extends their vocabulary by introducing new words. For instance when looking at the globe, children learn about the Antarctic, blue whales and hyenas which fosters their language development well.

Children have access to a wonderful garden which effectively promotes their physical skills and well-being. They enjoy fresh air, use climbing equipment and develop their imagination. Children enjoy picnics in a tent and have great fun using torches in the dark. Sand and water trays are readily available so children can, pour water into containers and make patterns and mould with the sand. The childminder has however, not yet fully

embraced the outdoor area to help children to fully explore their natural environment.

Children complete jigsaws of varying degrees of difficulty and seek support from the childminder as needed. Their imagination is continually encouraged and extended through the activities they are involved in. They create a dentist and vets surgery using materials that they collect when out in the community, such as. toothbrushes, face masks, and leaflets about dogs. Young children enjoy playing with the building blocks, soft toys and activity toys that encourage them to turn knobs, push buttons therefore activating music and various sounds.

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

Children have a gradual settling-in period to the childminder's home until they are ready to separate from their parents. As a result they are confident and enjoy trying new experiences. Children move freely between activities and make their own decisions about their play. The childminder and her co-workers join in with children's spontaneous play, sharing their ideas to extend their learning further. All children enjoy listening to stories and joining in action songs, one about a bus is a clear favourite. Children clearly enjoy adult company and are responsive to cuddles, support and reassurance. This contributes to their overall well-being.

The childminder and her co-workers manage behaviour consistently and positively through using praise and encouragement. Children are involved in drawing up the rules for the home. This develops children's understanding of right and wrong. Children's behaviour is good. They are well mannered and polite as they are reminded to say please and thank you. The childminder has experience of working with parents and other professionals to ensure that children with special educational needs and/or learning disabilities receive appropriate care and support. Children's understanding of the world is encouraged through the resources, discussions, celebrations and activities they are involved in. Positive images of the different cultures, disability and non-stereotypical roles are provided and the childminder answers children's questions sensitively enabling them to gain a better understanding of similarities and differences.

Children's health is well promoted. They learn to become independent with regard to their personal care. Children follow good hygiene routines and learn the importance of washing their hands at appropriate times during the day. Children are provided with a good variety of healthy meals and snacks which are freshly prepared and take into account their dietary needs. Children enjoy being active and have discussions about why exercise is important to our health and well-being. The childminder's regular outings to local parent and toddlers groups helps children to develop confidence and independence in situations away from their main care setting. This helps them to prepare for starting at the local nursery or primary school.

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 demonstrates a good understanding of her role and a written child protection policy is in place and shared with parents. The childminder and her co-workers have recently attended training which underpins their good practice. Effective procedures are in place for the security and safety of the children and they are not left unattended with un-vetted adults. Daily checks and written risk assessments are in place and therefore minimise risks to children, these include outings outside of the home. Children's welfare is well protected in the event of an accident as the childminder and her co-workers all hold valid first aid certificates and are able to deal with minor accidents appropriately. Health records are maintained and countersigned by parents keeping them informed. Children learn to keep themselves safe, for example, by practising the fire evacuation procedure.

The childminder has positive relationship with parents and regularly shares information about children's routines and the activities they complete. They receive a daily diary which gives in-depth information about their children's well-being and activities that they have enjoyed taking part in. Parents' view, and are encouraged to comment on their child's learning journals so that they can continue their learning at home. Parents speak highly of her service and her commitment to meet their children's care needs. Relationships with other providers delivering the Early Years Foundation Stage where children attend are good and this promotes continuity in children's care. This also extends to sharing a clear assessment of what children know and can do or any particular learning needs they may have.

The childminder is keen to provide the best quality care and learning for children and to this end strives to continually improve her practice. For example, she has undertaken a number of training courses since registering such as first aid, safeguarding and how to assess risks. She works closely with early years childcare workers and is currently completing a quality assurance scheme to improve the service she offers to children and their families. The childminder actively seeks the views of parents and questionnaires are effectively used to inform her practice and improve care and learning experiences for all 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. 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	EY444238
Local authority	Coventry
Inspection number	790069
Type of provision	Childminder
Registration category	Childminder
Age range of children	4 - 4

Total number of places	8
Number of children on roll	9
Name of provider	
Date of previous inspection	Not applicable
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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