

Inspection date

Previous inspection date

25/09/2012

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

- The childminder has a good awareness of each child as an individual and uses this to plan enjoyable and interesting activities. Children are happy, content and have a lovely rapport with him.
- Parents are well informed about their children's progress and have easy access to their own child's learning journal. The daily diary is an effective way of ensuring the childminder and parents are aware of children's changing needs.
- A healthy environment is maintained through effective hygiene routines. The childminder works closely with parents to accommodate children's individual dietary needs, providing a good range of healthy meals and snacks that the children enjoy.
- Children behave well because the childminder is a good role model, he uses good manners so they know what is expected of them. Simple rules, such as sharing, ensure that children develop the skills of cooperation.

It is not yet outstanding because

- Children have plenty of opportunities to be creative, although, they are not always given the chance to fully express their own ideas when using art materials.
- Planned art activities are not well prepared so that all materials are readily available for children at the beginning of their play.

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, the childminder's self-evaluation 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. He lives with his parents and three adult siblings in the Coventry areas of the West Midlands. He co-minds with his parents. 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 pet 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 a play work 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 opportunities for children to express their own ideas when using media and to be able to explore what happens when they mix colours
- improve the planning of art activities so materials are more readily available for children at the beginning of their play.

Inspection judgements

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

The childminder observes children well and knows their capabilities. He provides stimulating activities that he knows they enjoy. The childminder, together with his co-childminder, plan across all areas of learning using the children's interests and play preferences. This ensures that the children benefit from a good balance of child-led and adult-initiated activities that sustain their interest well. The childminder has established methods to assess and plan for children's next steps. This includes information from parents and takes into account their age and stage of development.

Rooms used by the children are bright, airy and well organised. Children self-select from a wide range of toys and resources which are stored at a low level, with labels and pictures reflecting the content of the boxes. Children are relaxed, happy and supported by the warmth and positive interactions of the childminder and his co-workers. He includes himself in the children's activities offering encouragement and praise which makes children feel proud of their new achievements. Plenty of opportunities are provided for children to develop their creative skills through a range of dressing-up props and craft activities, such as painting, printing, cooking and collage. However, some art activities are not well prepared or allow children to use their own ideas. For instance, not enough paper or paints are initially available, although these are added to as the activity progresses and children are sometimes directed on the colours to use and what the end result should look like.

Children have good access to a range of age and stage appropriate books which they can loan to continue their interest at home. The childminder skilfully holds the children's attention as he reads their favourite stories, also developing their awareness that print carries meaning. They sit patiently when the childminder shows them the pictures to look

at and anticipate what will happen next. The childminder listens to what children have to say, engaging in conversations to develop language and support their efforts. For example, when completing jigsaws he asks children, 'which one would you like to do?' 'can you remember how we start?'. Children's mark-making skills are fostered with a variety of materials available on a daily basis.

Children learn about mathematical concepts as they compare size and use beads to create patterns. Routine counting is also built into everyday activities, so that children become familiar with numbers. Their imagination is promoted effectively as they sing, dance, play musical instruments and enjoy role play. They love seeing the childminder dress up as a 'super hero' and laugh when he joins in with action songs. Regular outdoor play is provided in the garden, where a wide range of wheeled toys and equipment support physical play.

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

The settling in process for new children is good. The gradual process supports them well, helping them to feel secure and confident to separate from their carer. Children demonstrate that they are able to seek help and support from the childminder when they need to. He is responsive to these needs, which contributes to their overall well-being.

The childminder and his co-workers manage behaviour in a fair and consistent manner. Children behave well and understand the simple rules in place which promote a calm environment. They respond happily when they receive praise for positive behaviour which promotes their self-esteem well. It also helps children to understand what is expected of them. Children are cared for in an inclusive environment. The childminder promotes positive attitudes and recognises the uniqueness of individual children. Resources positively reflect images of difference and diversity to actively promote children's awareness of themselves and others through their everyday play.

Children's health is well promoted. They learn about being healthy because they are reminded to use good hygiene practices, such as hand washing and why this is important. The childminder enjoys cooking healthy meals and involves the children in this process so they develop an understanding of healthy eating and learn to weigh, measure and count.

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

Children are safeguarded because the childminder has a secure understanding of child protection issues. He is fully aware of the possible signs of abuse and understands the process to follow if he was to have concerns about a child in his care. He and his co-workers have attended specific training to extend their knowledge further. Children receive care in a safe and secure home because the childminder is responsible for assessing and minimising risks. They learn to be responsible for their own well-being because the childminder talks to them about safe practices. This means, for example, that

they understand the importance of road safety and of keeping close to him on trips. Children's welfare is well protected in the event of an accident as the childminder and his co-workers all hold valid first aid certificates.

Children thrive because the childminder works very closely with their parents. He gets to know families well and strives to meet their particular needs. Children are well placed to continue their learning at home because parents learn about what they have done with the childminder through conversations, the daily diary and regular opportunities to look at their children's observation and assessment records. The childminder fully understands the importance of partnership working and there are systems in place for supporting children with special educational needs. He has contact with other early years settings that some children attend to promote and complement children's learning.

The childminder is dedicated to his role and to the care of children. He is keen to talk about practice and share ideas with others in order to look at and build on his own practice. All adults work effectively with the local authority and have confidently prepared a clear action plan for future development. For instance, learning journals and policies and procedures that underpin their good practice are reviewed to reflect the new framework and consequently improve and develop practice.

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	EY444265
Local authority	Coventry
Inspection number	790071
Type of provision	Childminder
Registration category	Childminder
Age range of children	4 - 8
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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