

Inspection date	11/10/2012
Previous inspection date	23/03/2009

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

- Children feel secure and safe with the childminder; she provides a warm and caring approach and is sensitive to their individual needs, especially when children are new to the setting.
- The childminder encourages the children to behave well and be aware of their own safety. She talks to older children about not talking to strangers and how to be safe near roads.
- Children are learning about the world around them and the differences in people in our society, the childminder encourages them to use additional languages and provides many bilingual books.

It is not yet good because

- The childminder has not completed a first aid course in the last three years; therefore she does not hold a valid first aid certificate.
- The resources to support children's skills in mathematics are limited and therefore potentially restrict the children's learning in this area.
- Partnerships with other providers where children attend more than one setting are not fully developed to support children's continuity in their care and education.

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 childminder's home.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector briefly spoke to a parent in the childminder's home.
- The inspector looked at children's learning journeys, the childminder's self-evaluation document and a selection of policies, procedures, children's records.

Inspector

Hayley Lapworth

Full Report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her adult daughter in Stoke, in Coventry. The childminder uses the downstairs area with the exception of the front room. There is an enclosed rear garden for outdoor play. Access to the front entrance is via a low step. The family has a cat. The childminder takes the children to activities in the local community and drops off and collects children from local schools.

The childminder currently has two children on roll, both of whom are in the early years age group. Children attend on a part-time basis. The childminder operates each week day all year round, except for holidays that are discussed with parents in advance.

What the setting needs to do to improve further

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

- ensure there is a valid first aid certificate in place at all times. (also applies to the compulsory part of the Childcare Register)

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

- develop the systems for sharing information with other settings to promote continuity and consistency in children's learning
- increase resources which support children's skills in mathematics, with specific reference to shape, weight and measure.

Inspection judgements

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

The childminder has satisfactory knowledge of the revised framework, including the prime and specific areas of learning. She provides a suitable range of resources to support children's learning and takes them to groups and events in the local community. Children learn through a suitable balance of child-initiated and adult-led activities. The childminder has devised satisfactory systems to monitor and track the children's learning and development. She regularly undertakes short observations of the children's learning and links these to the seven areas. The childminder suitably uses current guidance to assess the children's current stage of development and identifies what they need to do next or where they may need additional support. All children have an individual learning journey, which is attractively presented with photographs of them engaged in a range of play.

Children have some opportunities to access the toys they would like to play with from low-level storage. The childminder suitably organises space within in her home to allow children to move freely between the activities. The childminder is beginning to encourage parents to share their observations of their children's learning from home. She ensures she takes time to find out relevant information from parents about children's individual routines and care needs. For example, she knows how much breakfast cereal to give to

babies when they are ready for their bottles.

Children's personal, social and emotional development is suitably enhanced. The childminder has a warm approach to their care and is sensitive towards their individual needs. Babies receive lots of one to one care; they are comforted and enjoy a cuddle with the childminder. When children are new and are less familiar with her home environment she spends some time making them comfortable and ensures she is always in close proximity to them. For example, if she needs to leave the room to go to the kitchen she ensures young babies can still see her and hear her voice. The childminder suitably responds to babies when they babble; she encourages eye contact and facial expressions, such as a smile. The childminder talks to babies in a soft voice and makes up short songs about what they can see. At times they enjoy interactive rhymes together, for example, 'pat-a-cake, pat-a-cake baker's man'. Therefore, children are gaining some skills in language and communication and building relationships with adults.

Older children are encouraged to be aware of the world around them. The childminder takes them on outings to the local church and talks with them about the differences in religion. For example, they talk about the way different religious groups pray and receive communion. Children are encouraged to share their knowledge of different languages and are given opportunities to use these languages in their play and conversations. They have fun with the childminder as they try to teach her new words in Spanish and Ethiopian. The childminder provides the children with a variety of bilingual books and regularly visits the library with the children. They self-select stories they would like the childminder to read to them. She encourages them to select a range of books covering different topics. Therefore, children learn to enjoy books and understand that print carries meaning. The childminder has a few workbooks that help older children begin to learn skills in mathematics. However activities and resources that promote their understanding of shape, weight and measure are limited. Consequently, children's learning may be restricted in this area.

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

Children have some opportunities to make relationships with children of a similar age at local groups. They share warm and positive relationships with the childminder. Consequently, they feel settled and comfortable in her care. Children play in a suitably resourced environment. Satisfactory transitional arrangements are in place to support children as they move onto school. Children's safety is suitably considered as the childminder risk assesses the rooms she uses in her home. Children are learning how to keep themselves safe as the childminder teaches them about keeping safe near roads.

Children's behaviour is satisfactory because they understand what is expected of them. For example, the childminder takes some opportunities to talk to them about the differences between right and wrong. She praises them for behaving well and responding to her instructions. For example, she tells them they are very good when they automatically reach for her hand in preparation to cross the road. Consequently, children's confidence and self-esteem is suitably promoted.

Children have some opportunities to develop self-care skills, such as going to the toilet independently and washing and drying their hands. The childminder is aware of foods for young children that are nutritionally valuable and she provides food accordingly on parent's request. Food and milk formulas for babies are provided by their parents. Healthy lifestyles are appropriately promoted as the childminder provides the children with opportunities to play outdoors. She regularly takes them to play on climbing frames, swings and slides, for active play, at local parks on the way home from a day at school where they gain an understanding of taking risks.

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

Satisfactory systems are in place to improve outcomes for children and their families. The childminder demonstrates a suitable understanding of the Early Years Foundation Stage and knows the children in her care well. She incorporates the seven areas of learning into her planning and makes effective use of observation and assessment, to ensure she has a picture of children's abilities, skills and knowledge to help them progress to the early learning goals. The childminder has suitably addressed the actions and recommendations raised at the last inspection. This has had a positive impact on the children's safety and the variety of the activities provided.

The childminder has identified her strengths and any areas for improvement. For example, the childminder identifies that areas for improvement are to become more familiar with the revised framework and to access more toys and resources for children approaching the older age group. The childminder has attended some short courses that support her childminding and she has previous first aid knowledge of how to care for children if they are involved in an accident. However, her last certificate in first aid expired in January 2012. Therefore, she does not currently hold a valid first aid certificate which may potentially impact on the care she provides. The childminder has evidence to show she has a fast track first aid course booked to attend in November 2012.

Most welfare requirements and children's safety are suitably promoted as the childminder risk assesses her premises and suitably considers any potential risks. The childminder has an adequate understanding of safeguarding requirements and holds relevant contact details for her Local Safeguarding Children Board. Information for parents about who to contact if they have a concern is available. The childminder and her adult daughter who lives at the premises have completed appropriate vetting procedures.

The childminder shares positive relationships with the children's parents and she ensures all children can be included in the service she provides. This is achieved by ensuring she gathers as much information as possible from their parents to meet their individual needs. Through verbal communication on a daily basis the childminder discusses the children's general well-being whilst they have been in her care. The childminder develops mainly suitable partnerships with other providers where children attend more than one setting. Therefore, she is able to generally provide them with continuity in their care and education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified in the early years section of the report. (Qualifications and training)

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	510402
Local authority	Coventry
Inspection number	819423
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	23/03/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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