

Inspection date	10/10/2012
Previous inspection date	15/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 secure knowledge of the Early Years Foundation Stage. She has a good understanding about how to promote the learning and development of young children through play and her practice is consistently good.
- Children are cared for in well organised home and follow effective daily and weekly routines which help them to feel secure. Their individual care and health needs are well met and they enjoy a wide range of experiences inside and outside of the home.
- The childminder effectively supports partnerships with parents to identify and meet children's individual care and learning needs.
- Children develop a good understanding of acceptable behaviour because the childminder sets clear boundaries. Older children demonstrate a tolerance of younger ones and are kind and considerate to one another.

It is not yet outstanding because

- Whilst children take part in a broad range of activities that successfully extend their learning, opportunities to help children develop their understanding about diversity in the wider world are more limited.

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 two main 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 1997. She lives in the Coventry area of the West Midlands with her husband, adult child and two young children aged four and 10 years. The family has a pet dog. 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 childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four children on roll, two

of whom are in the early years age group. Children currently attend on a part time basis. The childminder has a 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:

- review and further develop opportunities to help children to see ways in which their cultures and beliefs are similar by: sharing experiences; discussing celebrations and using resources which positively reflect diversity.

Inspection judgements

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

The childminder clearly understands how young children learn through play. She offers children a broad range of activities and experiences both in her own home, outside and through attendance at local groups. The childminder has a good knowledge of each child. They are motivated to try new activities and persevere in the knowledge that the childminder is close by for support. For example, she helps young children twist and turn coins when they feed them into a 'money pig'. Parents share information about their child's care and learning which the childminder uses alongside her own observations to identify children's starting points in their development. Children continue their learning at home because the childminder and their parents have good systems for communication. Children's learning journeys are easily accessible and these give a clear picture of what children can do and will be doing next. All children are making good progress given their starting points and effective systems are firmly embedded to assess and monitor children's progress. Children's next steps of learning are consistently identified and this information is used to inform planning.

The designated playroom is well organised with developmentally appropriate resources which are stored in low level storage units. Children confidently make independent choices in their play and take the initiative in seeking out their favourite toys. Young children are making good progress in their understanding of language. For example, when asked simple questions, such as 'where is the green car', they look across to the cars to find the correct one. They quickly become engrossed in emptying and filling a container with animals. The childminder effectively develops children's problem solving skills by asking them to think about why some of the animals do not fit in the box and what they could do to make the lid close. Children thoroughly enjoy singing songs and rhymes and keenly select their favourite books, looking at the pictures and listening to the stories read by the childminder.

Children have access to a well resourced garden which effectively promotes their physical skills and well-being. They enjoy fresh air, use climbing equipment and develop their imagination. The play house becomes a place for 'wizards' based on a character in a children's book. They decorate the house with silver paper and children dress up in cloaks and witches hats to act out scenes from the book. This supports their pretend play well. Children socialise with others as they attend various groups in the community, such as 'play and stay' sessions and events at the library. They enjoy visits to places of interest and have regular picnics at the park.

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

Children develop a close bond with their childminder and her family. She is very mindful of their emotional well-being and offers a gradual settling in period so that they feel comfortable in her home and gain a sense of belonging. She supports children to make choices and this means that they are confident to explore new experiences. Children clearly enjoy the childminder's company and are responsive to cuddles, support and reassurance. The childminder's regular outings to local parent and toddler groups help children to develop confidence and independence in situations away from her home. This also helps children to prepare for a smooth transition to the local nurseries or primary schools.

Children behave well and older children are involved in deciding what the 'house rules' will be. A poster is displayed on the back of the door as a reminder. They include sharing toys and being kind to one another. The childminder welcomes all children into her home and adapts activities according to their capabilities. They access a few books which promote positive images of disability, although opportunities to help children develop their understanding about diversity in the wider world, are more limited. Therefore children's understanding of similarities and differences is not fully extended.

Children learn how to keep themselves safe because the childminder teaches them safe ways to have fun. They know that they can run around and use climbing equipment in the park but must stay within the childminder's sight. The childminder has devised an evacuation procedure and has practised this with the children so that they know what to do in case of emergency. Children develop an appreciation of healthy lifestyles. They are provided with a good variety of healthy 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 their health and well-being. They develop good self-care skills with young children learning to feed themselves and washing hands before meals.

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

Children are effectively safeguarded as the childminder has a secure knowledge of the possible signs of abuse and the procedures she would follow should she have concerns about children in her care. She is aware of what she must do if an allegation were to be made against her or a member of her family. The safeguarding policy is shared with

parents so that they understand her role in protecting children from harm. Children receive care in a home that is safe and secure because potential hazards are identified and eliminated through daily checks of the home and garden. The childminder has conducted thorough risk assessments for her premises and this includes regular outings.

Children thrive because the childminder works closely with their parents to help ensure that she is fully informed and up-to-date about all aspects of their needs. Parents receive copies of her policies and procedures so they are well-informed about her provision. Parents receive a daily diary which gives a summary of the activities their children have taken part in as well as information about their personal care. Relationships with other providers delivering the Early Years Foundation Stage are good and this promotes continuity in children's care.

The childminder provides a broad range of activities which enable all children to make good progress across all areas of learning. Systems for observing what children can do, assessing their progress and planning for their next steps are effective. The childminder has a good commitment to improving her service and networks closely with other childminder's to share good practice. She understands the importance of self-evaluation and seeks the views of parents and children about the service she provides through discussion. As a result, she has added to role play resources and implemented new systems for assessing children's progress.

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	510441
Local authority	Coventry
Inspection number	819425
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	15/01/2009
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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