

Inspection date	18/10/2012
Previous inspection date	10/02/2009

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

- Children have a good rapport with the childminder who provides a caring, environment where they follow familiar routines and settle well.
- Children have clear boundaries which help them to develop an appropriate understanding of acceptable behaviour. They respond well to praise and are rewarded for their achievements.
- Children have plenty of opportunities to experience outdoor play in an interesting, well-resourced garden. Their physical development is effectively promoted.

It is not yet good because

- The childminder is not yet fully confident in planning across all seven areas of learning or using her observations and the information about what children know and can do to plan for their next steps.
- Children who are reluctant to eat a varied diet are not effectively encouraged to try new foods with their meals and snacks.

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 play room and 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 registered in 1992. She lives with her husband in a residential area of Coventry, in the West Midlands. There are steps leading to the front of the premises. The whole of the ground floor is 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 the compulsory part of the Childcare Register. There are currently three children on roll who are in the early years age group. Children attend on a part-time basis.

What the setting needs to do to improve further**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the planning of challenging and enjoyable learning experiences by taking into account the individual needs, interests and stage of development of each child.

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

- encourage children to try new foods so that food provision across the day is balanced and includes a healthy variety.

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

The childminder has a suitable understanding of the seven areas of learning as she provides a general range of activities that mostly meet the needs of the children. The childminder periodically makes observations of what the children know and can do. However, she does not yet fully use this knowledge to plan the next steps in each child's learning across all areas of learning, which potentially hinders their progress. Despite this, children enjoy their learning and are working within their appropriate ages and stages of development. There is a suitable balance of adult and child-led activities. General information is obtained from parents about their children's routines, personal care, likes and dislikes. Most resources are stored at a low-level in various places throughout the home which enables children to self-select and therefore effectively develop their independence.

Children's language development is fostered through regular conversations throughout the day and during children's spontaneous play. A child tells the childminder that the car they are playing with has 'sparks'. She extends learning by linking it to bonfire night describing how fireworks have sparks too. They count together how many cars are in the parking spaces that they make using building blocks, deciding which is the smallest and biggest. Children are helped to make marks with pencils and crayons and young children use their fingers to make patterns in the sand. More able children draw carefully around stencils and enjoy choosing pictures to colour in a book. These activities underpin children's pre-writing skills.

Children have a good imagination and thoroughly enjoy being outside. The castle in the

garden is frequently used for making up games about princes and princesses. They skilfully climb the steps and close the gate at the top to keep themselves safe. The childminder encourages children to examine and talk about the frogs, ladybirds and insects they see. They help to plant seeds and flowers, naming them as they sit under the veranda enjoying a picnic. Children attend various social groups throughout the week, providing them with opportunities to mix with others and opportunities to develop confidence and independence in situations away from the home.

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

Children are cared for in a warm and welcoming environment where they have a close relationship with the childminder. The living room is comfortable and cosy and set out with activities to make it welcoming for when children arrive. Gradual settling-in arrangements provide a smooth transition for children. The childminder finds out about individual routines, any medical needs and individual preferences so that they are cared for according to their parents' wishes. Children are happy to come and seek the childminder's affection and with her support become confident in trying new experiences.

Children are safe and secure within the home as the childminder has effective procedures in place to identify and prevent potential hazards. They learn to keep themselves safe through discussions and reminders of the rules that keep them safe. Children learn to cross the road using pelican crossings and stay within the childminder's sight when they are out and about. The childminder talks to the children about using equipment safely, for example, using cutters carefully when playing with dough.

Children's behaviour is managed appropriately and they are learning to be responsible for their actions. They adhere to simple, positive house rules which encourage them to be kind and considerate to each other and their belongings. Children's self-esteem is promoted as the childminder offers continual praise and encouragement. They learn from an early age about appropriate hygiene procedures, for example, they learn to wash their hands before eating to stop the spread of germs.

Children eat meals and snacks prepared by the childminder, in the main there are healthy and include fruit and vegetables. However, she has not yet fully considered how to encourage all children to try new foods so that their diet is well-balanced. Children are supported to feed themselves and to dress and undress themselves as soon as they are able which helps to foster their independence and self-care.

All children are welcomed into the childminder's home and positive images of diversity in resources help to support children's awareness of similarities and differences in themselves and others. The childminder is aware of the importance of establishing positive links with other settings delivering the Early Years Foundation Stage for consistency in children's care and to prepare children for their transitions to other settings.

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

The childminder has a clear understanding of the safeguarding and welfare requirements. She has suitable policies and procedures in place to ensure that children's health and safety is promoted at all times. She has ensured that all adults in the household have undergone the required checks on suitability and maintains evidence of these for inspection. Children's safety is assured through checking the environment daily, both indoors and outside. The childminder uses outings in the local area to raise children's awareness of their own safety. The childminder's understanding of the learning and development requirements is not yet robust so she is not sufficiently confident to consistently plan for the next steps in children's learning.

She has a sound commitment to improving her service by completing mandatory courses and keeping her knowledge and skills up-to-date by networking with other childminder's. Self-assessment systems are developing and she is beginning to identifying areas of improvement that will have a positive impact on her practice. For example, she has transformed the garden into an exciting place for children to play by adding large equipment, a seating area and sand play.

Good relationships with parents effectively contribute towards children's quality of care, learning and well-being. The childminder shares information with parents about the activities children take part in and learning journals are available for them to view. Parents comment that they are happy with the service they receive and their children have attended since they were babies. The childminder is aware of the benefits of working alongside other providers where children attend more than one setting and has established clear partnerships to provide consistency for children in their care and learning.

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	510385
Local authority	Coventry
Inspection number	819422
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	10/02/2009
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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