

Inspection date	22/10/2012
Previous inspection date	27/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 benefit from a gradual introduction to the setting which is tailored to meet their individual needs and encourages their feeling of security.
- The childminder provides a safe and secure environment where children can explore and investigate a wide variety of play experiences.
- Children learn about keeping themselves safe through practising the evacuation procedure in case of any emergency. They understand the importance of road safety and learn about keeping themselves safe when out.
- Parents contributions to the record of children's initial starting points provide the childminder with a clear understanding of each child's development and enable her to plan effectively for the next steps in their development.

It is not yet outstanding because

- The childminder has not yet developed systems for gaining the views of other professionals involved in a child's life.

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 spoke to the childminder.
- The inspector observed interaction between the childminder and child present.
- The inspector looked at documentation.

Inspector

Tracey Boland

Full Report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged seven, 10 and 15 years in a house in a suburb of Coventry. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding.

The childminder has completed basic training, including first aid and child protection and updates her knowledge through specific courses, such as food hygiene. She attends a childminder group. The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll; three are in the early years age group who attend for a variety of sessions and two are school-age children who attend before and after school. The childminder is open all year round from Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- review systems for self-evaluation to include the views of other providers of early years care involved in the children's lives.

Inspection judgements

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

The childminder has a good understanding of the seven areas of learning which enables her to effectively plan a range of activities that support and challenge their development. Interaction is very good and children's language is continually encouraged. The childminder asks questions to extend their vocabulary and introduce new words. Children are actively involved in collecting cones, leaves and sticks to use in their collage activities. They talk about colours and how things look and feel and develop their small muscle skills using a variety of small tools, such as brushes, glue sticks and paint brushes to create their own pictures. Children enjoy a variety of books which they access freely and are actively involved in choosing books during their visits to the local library.

The childminder plans activities that continually challenge children's development. She adapts resources to provide more challenge, for example, adapting a poster for a child looking at all parts of the body; making clothes to fit the picture and encouraging discussion about appropriate clothing to wear in various weathers, the colours of the clothes and why they are important. Children's self-esteem is continually nurtured through the praise they receive for their achievements and the great efforts they make.

The childminder has very good routines in place for obtaining detailed information about each child from their parents and uses this to plan for their individual needs. This information provides her with a good basis to plan for their interests and provide stimulating and interesting activities. The childminder provides daily feedback to parents about their child's progress and gains up-to-date information about their child's interests at home. As a result, both parties are well informed and children make good progress towards the early learning goals.

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

Children are confident and feel secure within the childminder's home through the clear, consistent routines that are in place to introduce and settle a child into the childminder's care. She demonstrates a very good understanding of each of the children and responds very well to their needs. This enables the children to feel safe during the initial transition from their home into her care and she organises her routines to meet their needs. This compounds their feeling of security and belonging.

Children's behaviour is good and the childminder has clear rules and boundaries in place. Strategies for dealing with unacceptable behaviour are appropriate and take account of the varying ages of the children. Children learn to share and take turns, and praise and encouragement are an integral part of each child's day.

Children are encouraged to be healthy and enjoy a variety of snacks and drinks, including fruits which children are actively involved in shopping for. Dietary needs are well known and respected and the children enjoy a biscuit on Fridays as a treat. They enjoy plenty of fresh air and walk to and from school each day. They regularly enhance their social skills meeting with other children at the groups they attend and have plenty of opportunity to maximise their physical development using bikes, sit and ride resources and climbing at local soft play centres.

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

The childminder has a clear understanding of, and is proactive in her approach, to safety within the home, garden and when out. Written risk assessments are in place, shared with parents and reviewed to ensure they include up-to-date legislation and good practice. Children become familiar with the emergency evacuation procedure as they practise the fire drill regularly and smoke alarms are maintained. The childminder demonstrates a very good understanding of how to recognise child protection concerns and the appropriate course of action to take. Policies and procedures shared with parents ensure they are fully aware of her role and responsibility to protecting children in her care from abuse and neglect.

The childminder has developed firm relationships with parents and has clear records and consents completed by them to enable her to effectively care for their children. Parents provide positive feedback about the care provided and the use of questionnaires to gain written feedback enables the childminder to reflect on her own practice and enhance her service. However, although parent's views are sought, systems for gaining the views of other providers of care involved in a child's life are not yet in place. This does not enable her to reflect on the whole service provided.

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	EY279427
Local authority	Coventry
Inspection number	819960
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	27/01/2009
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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