

Inspection date	05/11/2012
Previous inspection date	19/01/2010

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 learn through play and free exploration and can follow their own interests.
- The childminder provides a wide range of activities both indoors and outside which support their learning and development well.
- Children are cared for in a safe and secure environment. Gradual settling-in procedures help to ensure that they are at ease in the childminder's home and quickly gain a sense of belonging.
- Children behave well because they have clear guidelines and boundaries which are appropriate for their age and stage of development. They are responsive to praise and encouragement which raises their self-esteem.

It is not yet outstanding because

- Opportunities for parents to be fully involved in the evaluation of the service provided by the childminder have not yet been fully established.
- Children are not consistently reminded of the importance of good hygiene routines.

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 playrooms.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at the children's learning journals and a selection of policies and children's records.

Inspector

Hazel White

Full Report

Information about the setting

The childminder was registered in 2006. She lives with her husband and two children aged seven and three in the Coventry area of the West Midlands. There are shops and schools close by. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children attending who

are within the early years age range. The childminder 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:

- improve children's knowledge of hygiene practices by reminding them of the importance of hand washing before meals and after touching animals
- develop further the current system of reflective practice in order to fully include parents' views and ideas

Inspection judgements

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

Children are offered a wide range of age-appropriate and interesting activities and learning experiences. They make good progress in their learning and development because of the childminder's effective support and secure knowledge of how children learn through play. Children's speech and language skills are well promoted. Young children are beginning to put words together to repeat familiar phrases, such as 'What's that?' when the toy microwave pings. The childminder asks 'Is the food cooked?' and they reply, 'It's just right'. The childminder talks clearly to children and helps them to use the correct pronunciation.

Older children are encouraged to discuss and express their own ideas and join in conversations. For example, children decided that they would like to build a hedgehog house from the logs and branches in the garden. The childminder extended their vocabulary by introducing words such as hibernation. Children put on their gloves to protect their hands when carrying the logs, which effectively promoted their understanding of safety. Physical and problem-solving skills were introduced as they stacked branches carefully so they did not fall and decided where the entrance should go.

Children show an increasing knowledge and understanding about the world around them. For example, they collect autumn leaves and conkers for their nature table and examine insects in the 'bug barn' with a magnifying glass. The childminder explained in simple terms why people wear poppies on Remembrance Day and the role Guy Fawkes played in the gunpowder plot. This discussion was skilfully linked to firework safety. Children were preparing for Diwali celebrations and were thinking about how they could support a well-known children's charity later in the month, which helped them develop a good

understanding of others.

Children's physical development is promoted well. They use challenging play equipment in the garden and at parks to negotiate space and obstacles. For example, children confidently climb on large equipment, ride sit-on toys and crawl through tunnels. Older children learn to recognise numerals on treasure-hunt clues and have lots of fun making dens and playing ball games. Fantasy play effectively enhances children's imaginations as they pretend to be astronauts and make rockets to fly to the moon.

Systems for observing, assessing and planning for children's future learning, are well-used. Regular observations are used to gather clear evidence about where children are in their learning and where they need to go next. The childminder obtains information from parents when children first attend to establish their starting points in learning and development, which enables her to plan for individual children. Information about children's progress and their next steps are shared with parents so that they are able to continue their learning at home.

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

The childminder's home is warm and welcoming with colourful posters and displays throughout which interest children. Children have a good rapport with the childminder and readily go to her for cuddles and reassurance when they are tired or upset. The childminder takes care to ensure she obtains detailed information from parents about their children's likes, dislikes and children's routines when they first attend. Children settle well because they have a gradual introduction at their own pace. Consequently, they separate from their parents with ease and become confident and self-assured.

Children are encouraged to become independent. For example, when they arrive they take off their own coats and are encouraged to hang them up by positive comments from the childminder such as 'well done', which boosts their self-esteem. They move freely between rooms and choose from resources which are well organised and stored at a low level. Children behave well. They learn to show consideration for others as well as for resources. House rules are displayed to remind children of expected behaviour. Toddlers' temper tantrums are managed very effectively through distraction, ignoring if appropriate, by good role modelling and by having clear boundaries. Children socialise in group settings and explore the local community, which helps them to appreciate the wider world.

Children visit the local parks and soft play activities and walk to and from school, gaining regular fresh air and exercise. This also allows children to develop self-confidence and independence in situations away from their main care setting. Therefore, their social skills are developing and they are preparing for the next big step in their life which will be starting at the local playgroup or primary school. Parents provide snacks and meals for their own children, which are appropriately stored until needed. Lunch times are sociable occasions, when children sit together to eat using cutlery appropriate for their age and stage of development. However, children do not show a clear understanding about how good hygiene routines contribute towards their good health. Although they have individual towels to dry their hands on, they are not always reminded to wash their hands after

handling animals and before eating. Therefore they are not clear that this is necessary to prevent germs.

Children learn about safety and acceptable risks. For example, children regularly practise the fire drill procedure so that they are familiar with what to do. They also know that they must sit when using the swing and not stand in front of it when others are using it because they could get hurt.

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

The childminder has a positive and committed approach to her childminding. She attends training courses and researches information on childcare websites to supplement and develop her own knowledge and understanding. She has made significant progress since her last inspection. This is as a result of working closely with her early years advisor to bring about changes to benefit children. For example, she has reviewed all policies, procedures and planning. In addition, an informative children's notice board and nature table has been developed in the hall, which children show great interest in and add to at their leisure.

The childminder reflects on her practice, identifying strengths and where work is required to address weaknesses. Consequently, she has a clear overview of her current practice, including the delivery of the educational programmes and the implementation of the safety and welfare requirements. However, although she talks to parents, she does not have a clear strategy to include them in evaluating her service to enable her to respond even more accurately to their individual needs.

The childminder demonstrates a secure understanding of the procedures to follow in order to protect children from abuse and neglect. A well-written policy is shared with parents so that they are aware of the childminder's role and responsibilities in keeping children in her care safe from harm. Effective and regular risk assessments are carried out for all areas in the home used by children, as well as for all types of outings. These are reviewed monthly and added to as and when necessary.

Strong partnerships with parents contribute towards meeting children's individual needs well. They are kept up to date about their children's day through regular verbal exchanges and have regular access to their children's learning journals. Clear partnerships are established with other early years settings children attend, such as the local pre-school and school. These support a consistent learning and care experience for those children attending more than one setting.

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	EY333422
Local authority	Coventry

Inspection number	820598
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	19/01/2010
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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