

Inspection date	07/11/2012
Previous inspection date	29/06/2011

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

- The childminder ensures children are introduced gradually into the setting to ensure they develop confidence and a feeling of security.
- The childminder provides age and stage-appropriate toys and resources that provide children with appropriate challenge.
- The childminder provides children with freshly prepared meals each day taking into account their dietary needs and preferences. Therefore, they enjoy meals that meet their individual needs.

It is not yet good because

- The childminder is not fully conversant with the changes to the Statutory Framework for the Early Years Foundations Stage and the prime and specific areas of learning to enable her to use this knowledge to plan the educational programme.
- The childminder does not yet use observations of the children to inform the planning of activities that reflect the children's stage in their learning and to help inform the progress check for two-year-olds.
- The childminder has not developed a procedure about the responsibilities when using cameras and mobile telephones to safeguard children.

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 reviewed documentation and children's learning journals.
- The inspector observed safety within the home and viewed risk assessments.
- The inspector observed the childminder's interaction with the child being cared for.

Inspector

Tracey Boland

Full Report

Information about the setting

The childminder was registered in 2010. She lives with her husband, nine-year-old child and adult daughter in a residential area of Coventry. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both parts of the voluntary and compulsory parts of the Childcare Register. She is currently minding two children, both of whom are within the early years age range. One child attends on a full-time basis.

The childminder is a member of the National Childminding Association and cares for children who have English as an additional language. The childminder is able to take and collect children from the local school. The childminder is supported by the local authority.

What the setting needs to do to improve further

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

- develop further an understanding of the learning and development requirements of the Early Years Foundation Stage, including the prime and specific areas of learning, in order to plan an effective educational programme
- develop safeguarding procedures to cover the use of mobile phones and cameras in the setting.

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

- develop an understanding of how to assess children's development and plan for their future learning by using any available guidance, for example, the Development Matters for the Early Years Foundation Stage, and share this information with parents.

Inspection judgements

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

The childminder provides children with appropriate play and learning experiences and provides resources that stimulate and encourage their learning. However, she is not fully aware of the prime and specific areas of learning and therefore she is not fully able to ensure that she meets the learning and development needs of children. Observations of the children at play are made, however they are not linked to available guidance, for example, the Development Matters for the Early Years Foundation Stage to enable her to assess their developmental stages and plan for their next steps effectively. The childminder encourages children's language development by speaking to children in English as well as their home language, repeating key words, which contribute to their communication skills. Children move confidently around the areas of the home available to them and freely access the resources, making decisions with regard to their play.

Children enjoy playing with toys that demand a response, for example, pressing buttons to make the animals pop up and electronic toys that make sounds when touched. Children are able to build and construct developing their hand-eye coordination and small muscle skills. They enjoy visiting the library to choose books and spend time looking at the books

with the childminder, talking about the pictures and becoming familiar with language and text.

Children have plenty of fresh air as they walk to and from school and spend time in the garden. They talk about nature and what they can see around them and the childminder encourages them to be creative with a variety of art and craft materials. Children's interest is maintained with regard to play as the childminder borrows resources from the toy library, which broadens the play opportunities provided. Discussions take place with parents each day about the activities their children have enjoyed and sharing ideas of how they can continue their play and learning at home.

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

Children develop positive relationships with the childminder and her family through the gradual introduction to her home. The childminder gathers information about each child from parents to enable her to care for their needs effectively. She talks to them about their child's abilities which gives her an insight into their interests, likes and dislikes and enables her to think about the play she will provide.

Children are responsive to the childminder's interaction and they seek cuddles and reassurance as needed. They are emotionally secure in the care of the childminder. The childminder appropriately manages children's behaviour and strategies include the use of discussion, distraction for the younger children and time spent thinking about any incidents. Children receive praise and encouragement which helps build their self-esteem. Children develop self-help skills for example, confidently using their beakers for a drink. They cooperate during hygienic nappy changing routines and the childminder takes suitable measures to avoid any cross contamination or spread of infection.

Children enjoy freshly prepared foods each day that take account of their specific dietary needs and preferences. They learn the importance of washing their hands before meals and at appropriate times throughout the day, which contribute to developing healthy lifestyles. Children's best interests are served when they are unwell as the childminder ensures they receive appropriate care and attention. Parents are aware that she is not able to care for them if they have any infectious illnesses.

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

The childminder has a sound understanding of her role and responsibility with regard to safeguarding children. She has attended training and, as a result, is able to follow procedures for reporting any concerns she may have about a child in her care. A written safeguarding policy is in place and shared with parents although they are not made aware of the procedures relating to the use of mobile phones and cameras in the setting. Alongside this, written risk assessments are in place that identify potential risks within the home and how they have been minimised. Children are safeguarded as the childminder keeps a record of all visitors and actively seeks their identification before allowing them into her home.

The childminder is beginning to use self-evaluation as part of the ongoing development of the service she provides. She seeks the views of the parents verbally and reflects on her own skills and how she sees the service she provides developing. The childminder builds positive relationships with parents and shares her written policies and procedures with them. She ensures all required documentation is in place before caring for a child and through the daily sharing of information she is able to ensure they are suitably informed about their child's day. Children's learning journals are available to the parents at all times and include photographs, which reflect the children involved in various activities. The childminder's lack of secure knowledge of the changes to the Early Year Foundation Stage impacts on the information she shares with parents.

The children currently attending do not yet attend any other settings, although, the childminder is aware of the importance of establishing links with other professionals who may be involved in a child's life.

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	EY406314
Local authority	Coventry
Inspection number	875298
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29/06/2011
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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