

Inspection date

Previous inspection date

09/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 very good understanding of how children play and learn. As a result, she plans interesting activities which enhance children's progress and development across all areas of learning.
- Children are happy and secure in the homely and welcoming environment the childminder provides. They are learning to be independent in their choice of activities and in their self-care.
- Children are very well safeguarded while in the childminder's care as she is vigilant in her supervision and implements effective safeguarding policies and procedures.
- There is a very strong partnership with parents and carers and they are fully involved in their children's learning through sharing information on their children's needs and progress and working on their next steps with them at home.

It is not yet outstanding because

- The childminder's practice is very recently established so she has yet to further her knowledge of the Early Years Foundation Stage and plan future sharply focused training.

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 all areas of the premises being used on the day.
 - The inspector held discussions with the childminder.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, and a range of documentation.

Inspector

Catherine Sharkey

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and three years in Warwick. The whole of the property for childminding, with the exception of the main bedroom, and there is an enclosed rear garden for outside play. The childminder attends a local playgroup and visits the local park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll, both of whom are in the early years age group

and attend on a part-time basis. The childminder operates all year round from Monday to Friday with flexible hours. She 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:

- continue with ongoing training and professional development to further knowledge and skills and to continually improve the impact on children's learning.

Inspection judgements

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

The childminder has a very good understanding of how children play and learn. She observes each child and records their progress and achievements. She notices their individual learning styles and uses the information to plan their activities so that they are able to make good progress across all areas of learning and development. She takes their interests and needs into account when planning activities and works closely with parents to set targets, which they work on together. Parents share information on children's routines and what they do at home, such as new words they learn to say or particular areas of interest. This means that there is continuity in children's learning and routines. The childminder and parents write this information in children's diaries and share information verbally on a daily basis. A monthly discussion reviews the targets they work on together to help children make progress. This means parents are fully involved in their children's learning.

The childminder develops children's communication and language skills very well. She talks to children during activities and encourages them to repeat words as she points to objects or pictures in books. She extends their sentences well when they only say one or two words. She praises children when they achieve something new, for example, a child is interested in the light switch so he learns to say 'on' and 'off' as he moves it. Children are beginning to make sense of the world around them as they show great interest in exploring their surroundings and choosing toys and activities as they discover what they can do with them. A child says 'plane' when he sees a bird flying high. This shows he is making connections to previous learning. Children explore how the pulley works in a toy barn and the sounds they can make with an exciting range of percussion instruments.

Children discover that they can use toys in different ways as they hammer coloured pegs into a frame or see which sized wooden blocks will fit into a toy teapot. They are becoming aware of a range of sounds as they notice the high and low notes they produce

at each end of the piano or when they laugh as they copy animal sounds the childminder makes while showing them animal pictures. Children enjoy finding out about the world around them through their visits to the park and the library and their walks along the riverbank. They show great interest and concentration as they explore computers and push-button toys, with which they develop their technological skills very well. The childminder makes very effective use of a wide range of good quality toys and resources which enhance children's learning.

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

Children show they feel safe and secure with the childminder as they sit happily on her lap to listen to stories and are confident in trying to communicate their needs. For example, a child lets her know he wants to play outside as he goes to the patio doors and points. Children's independence is given high priority as they are very keen to try to put their own coats and shoes on to go outside and are able to feed themselves and find their own cups when they need a drink. They show awareness of others as a child gives the childminder her coat and tries to help her with the zip. He is keen to tidy up before going outside. Behaviour is very good and the childminder sets clear boundaries. She helps children to keep themselves safe, such as helping a child to sit down again when he stands on the chair. She explains gently that he might fall and hurt himself. Children are given healthy food at various times throughout the day and are shown where the vegetables are grown in the garden so they know where some of it comes from. They enjoy a nutritious and varied menu, including broccoli, carrots, spinach and pasta.

Children develop their physical skills very well, such as when they go up and down stairs with help from the childminder if they need it. They crawl up and come down using a combination of standing and coming down on their bottoms. They use the climbing equipment at the park and balls and digging equipment in the garden to develop their use of tools and their coordination. They enjoy practising their balance on sit-and-ride toys and explore the textures of sand, water, paint and soil.

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

The childminder reflects on and evaluates her teaching and provision on a regular basis. She evaluates her planning of activities and adapts them according to the aims for each child so that they are effective in meeting the individual needs of children and they make good progress. She is assisted in the monitoring process by the local early years adviser, with whom she has regular contact. The childminder is building good links with other local early years providers, such as the staff at the playgroup attended by the children. They share ideas and best practice as well as information on the minded children's progress. The childminder makes use of the information on the National Childminding Association's website and a range of publications to improve her knowledge. She attends basic training courses and is very keen to extend her knowledge and skills through further training in the near future, as this aspect of her provision is yet to be fully developed.

Children are very well safeguarded while in the childminder's care as she supervises them

very well and ensures that they are safe in the house and garden and all potential hazards are minimised. A comprehensive risk assessment shows the childminder is aware of safeguarding issues and implements them effectively. She has attended recent training in safeguarding and child protection and there are good medical records and appropriate parental consents in place.

There are strong partnerships with parents and carers and they receive detailed information on their children's care and progress. They are encouraged to comment on the provision and work with the childminder so that their needs are met in regard to their children's care. Children receive very happy and worthwhile experiences with the childminder, which gives them a solid foundation for their future learning.

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	EY445793
Local authority	Warwickshire
Inspection number	798868
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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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