

Inspection date	08/11/2012
Previous inspection date	03/02/2010

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

- Good systems are in place to monitor practice and the childminder identifies and addresses children's different needs successfully so that they make progress in their learning.
- Resources are plentiful and of a good quality and meet the needs of children at different stages of development.
- The environment is welcoming for children and parents, and children are happy, settled and secure.
- Actions taken to manage or eliminate risks are effective. Safety of the environment and equipment is good and the steps taken to safeguard children and promote children's good health are effective.

It is not yet outstanding because

- Information from parents on starting points is not maximised for older children in order to aid the childminder in her initial planning for children's learning.

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 as children played in ground floor rooms.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Jan Burnet

Full Report

Information about the setting

The childminder was registered in 2009. She lives in a residential area on the outskirts of Coventry to the east of the city centre. The whole of the ground floor and a first floor 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 part of the Childcare Register. She currently cares for two children who are in the early years age group and two older children who are aged under eight years.

The childminder is a member of the National Childminding Association (NCMA).

What the setting needs to do to improve further

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

- extend information initially obtained from parents of older children on starting points in learning in order to plan next steps with full effect.

Inspection judgements

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

The childminder is aware of the 2012 Statutory Framework for the Early Years Foundation Stage and she is successfully assessing children's progress in accordance with the prime and specific areas of learning. Children at different stages of development are challenged effectively to reach their next learning steps and the childminder plans for them as individuals with regard to their interests as well as their learning needs. Admission forms completed by parents include some starting points, as recommended at the time of the last inspection. However, the information obtained is more appropriate for babies and very young children and so detail obtained on what older children know and can do is not maximised. Potentially this has an impact on the childminder's initial plans for next steps in learning. The childminder completes a daily diary for each child and parents are invited to add their own comments. Assessment records are available to parents at all times and include photographs and examples of art work as well as observations and next steps plans. Currently there are no children attending any other early years provision but the childminder is aware of the importance of liaising with other settings in order to ensure continuity of care and learning.

Children cared for are aged three years and under and resources meet their needs well. The childminder sets out the play area with a good range of toys for very young children to choose from, and older children choose and select resources from a designated toy storage/playroom. Children's personal, social and emotional development is given a high priority. Children are settled and secure and relationships are good. Babies receive lots of one to one care and attention and although often happy to play alone they frequently approach the childminder for a cuddle. The childminder promotes language development well. She repeats the sounds that babies make and expresses her delight as they put two words together for the first time. The childminder provides resources that promote language development, for example, young children 'babble' into the toy telephone and the childminder joins in with their pretend play as she talks with them into her own

telephone.

Children's mathematical development is promoted effectively. Older children count confidently to 10 on a one-to-one basis and can recognise larger and smaller quantities. They use language such as 'more' and 'a lot'. Young children gain an awareness of shape, colour and size as they play with stacking toys and shape sorters. The childminder supports them in counting to one and two as she puts on their socks and shoes. Books are always available and are suitable for different stages of development. The childminder provides books for older children that link to their interests and books for younger children that promote their senses. Children explore paint and glue and older children are developing good pencil control.

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

The childminder ensures that children are settled and happy. A well-organised settling-in procedure is agreed with parents to ensure that children feel emotionally secure. Relationships between the childminder and the children are good. Young children play happily alongside others and older early years children enjoy joining in with activities organised by school children. The childminder manages behaviour with the use of distraction and positive reinforcement. She offers good support to ensure that children make progress and she works closely with parents.

Admission forms include good detail on each child's individual care needs and the childminder ensure that she engages with parents as she assesses their child's stage of development. Parents are provided with information on a full range of policies including ones on illness, accidents and diversity.

Providing a welcoming, healthy and safe environment is given a high priority by the childminder. Meals and snacks are provided by parents and the childminder uses her food hygiene knowledge to ensure that food is safely stored. Children's independence is promoted well as they make choices about what they want to play with and address their own personal hygiene needs. All required records linked to children's health and safety are kept.

Children's physical development is promoted well. Large equipment in the garden provides challenge for all children so that they are able to gain confidence and skills. Manipulative skills develop with the use of a good range of toys, such as, press button interactive toys. Young children know which buttons to press to play music and when doing so they happily 'bop' to the sounds.

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

Good systems are in place to ensure sustained improvement to the quality of care and learning for children and their families. The childminder is aware of the revised Statutory Framework for the Early Years Foundation Stage Requirements and her documentation for recording observations and assessment has been successfully amended. Children at different stages of development are challenged effectively to reach next learning steps and are prepared for their transitions to other settings. The childminder improves her knowledge and skills by ensuring that she keeps up to date with any changes published on the Ofsted and other web sites. She shares good practice ideas with other childminders and uses her NCMA membership effectively to improve practice. Her priority for improvement is to ensure that her knowledge is up to date by attending training courses on food hygiene and safeguarding. An action raised at the time of the last inspection with regard to sharing information on all required policies with parents has been addressed. Recommendations have been addressed generally well.

The childminder is aware of her responsibilities to provide a safe and secure environment for children and to protect them from abuse and neglect. A safeguarding policy contains valuable information and a copy is provided for parents. A range of policies, including complaints, are also provided. The childminder ensures that children are never left unsupervised with anyone who has not been vetted.

Close bonds are formed between the childminder and the children. And the partnership with parents is good. The childminder obtains information on every child as an individual and ensures that children gain an awareness of diversity. She provides a range of books and toys that reflect positive images and children gain an awareness of different family beliefs and traditions. Partnerships with other early years providers are not currently applicable but the childminder is aware of the importance of ensuring continuity for children.

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
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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	EY390933
Local authority	Coventry
Inspection number	821792
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 7
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	03/02/2010
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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