

Inspection date	13/11/2012
Previous inspection date	08/01/2010

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 warm and homely environment helps children to feel settled. They form strong attachments with the childminder so their care and emotional needs are effectively met.
- Children play with an interesting range of toys and play activities which encourage them to explore. Some resources are stored in low units to offer opportunities for children to make choices about their play.
- Consistent and clear boundaries for children help them to develop a good understanding of acceptable behaviour. Older children help to write the house rules, which keep them safe.

It is not yet good because

- Information from the childminder's observation and assessments of children is not consistently used to identify their next steps or inform planning for their learning and development.
- Documentation does not include a daily record of the names of the children being cared for on the premises and their hours of attendance in order to meet requirements of the Early Years Foundation Stage and ensure children's well being.
- Self-evaluation is not fully implemented to drive forward improvements as targets are not prioritised and planned effectively. There are limited opportunities for involving parents in this process.

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 conducted a tour of the premises during the inspection.
- The inspector observed activities in the downstairs rooms.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's observation and assessment records, a selection of policies and children's records.

Inspector

Hazel White

Full Report

Information about the setting

The childminder was registered in 1996. She lives in Coventry with her husband and adult child. The whole of the ground floor and the upstairs bathroom are used for childminding purposes. There is a fully enclosed garden available for outdoor play. The family has a dog and a cat.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. There are currently six children on roll, two are in the early years age group. The childminder holds a recognised early years qualification.

What the setting needs to do to improve further

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

- use the information gained from observation and assessment of each child's progress against all seven areas of learning to inform planning and identify the next steps in their development
- ensure that a daily record of the names of children being cared for on the premises and their hours of attendance is maintained.

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

- improve self-evaluation by raising clear targets for improvement and prioritising these into a clear plan that shows how these are being addressed and how parents are being involved in this process.

Inspection judgements

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

The childminder has a sound understanding of how children learn and provides a suitable range of toys and resources to promote learning. She is aware of children's initial interests, such as looking at animal picture cards and pretend play, so ensures these resources are easily accessible to promote their enjoyment. The childminder observes children in their play and chooses to record these using photographic evidence. However, there is scope for improvement in this area as she is not yet using her observations consistently to plan for individual children's learning or to fully identify their next stages of development. Parents can see their child's assessment record at any time and are encouraged to become involved in their child's learning by adding their comments.

Children are happy and engaged and the childminder supports their play, getting down to their level, offering care and attention to support their emotional well-being. The childminder effectively encourages speech as she talks to children as they play and repeats words for reinforcement. For example, the childminder names vegetables, such as carrots and cabbage as a child passes them to her in their pretend play. She repeats the word several times, giving them the opportunity to copy the words. Younger children's

language skills are extended because the childminder responds to their babbles and sounds and names objects in picture books. Children also enjoy talking to their parents 'at work' on the toy telephones. Books are readily available which helps children to develop an interest in reading and understand that print carries meaning.

Children express themselves creatively, using pipe cleaners, sticky paper and paint to create pictures. They collect leaves, feathers and conkers when they are out walking to use as collage. Children are inquisitive, discussing why there is a 'spiky casing' around the conker and why leaves are different colours in the Autumn. This extends their understanding of the world. The childminder encourages children to explore numbers and counting in everyday situations. For example, when walking to school children count how many of their group go into classrooms and how many are left who will go back to the childminder's house.

Babies help themselves to building bricks and attempt to stack them on top of one another and they choose from a variety of simple puzzles and begin to solve problems as they work out that if they rotate the piece they can make it fit. They use sturdy furniture to help them become mobile and carefully shuffle backwards towards ledges until they are safely seated.

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

Children benefit from gradual settling in procedures, which are based around their individual needs and this helps to support them in feeling secure in the home and in forming strong attachments with the childminder. Children are relaxed and confident and develop good levels of self-esteem. The childminder is attentive, offering praise and encouragement for their achievements, such as when children help to tidy up. Babies are cuddled closely when they are tired or upset and this helps to ensure their emotional needs are met well.

Children behave well because the childminder is a good role model, treating them with kindness and respect. Young children are learning about sharing and turn-taking because the childminder helps them resolve their difficulties when it comes to sharing popular resources. Older children demonstrate they understand behavioural expectations. The childminder helps children to enjoy each other's company and form friendships by joining in with their spontaneous play to ensure inclusion. The childminder supports children to communicate in different ways through the introduction of Makaton sign language.

Children are developing a healthy lifestyle by taking part in some outdoor and physical play. They enjoy going for walks with the childminder and her dog, stopping to feed the ducks at the nearby pond. Occasional outings to the local park offer a safe space for children to run freely and practice their physical skills on the apparatus.

Parents provide meals and snacks for their own children which consist of a variety of sandwiches and fresh fruit. Children learn sensible hygiene routines establishing the

importance of keeping themselves clean. The childminder supports young children appropriately to develop an awareness of their own toileting needs, encouraging independence in their self-care. Children are gaining a sound understanding of how to keep themselves safe as they follow rules for playing safely when near water and to take care as they negotiate steps in the garden.

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

The childminder has a sound understanding of how to protect the children in her care. She is clear of her local procedures for child protection and knows who to call should she be concerned. Areas are appropriately organised and appropriately risk assessed which enables children to move around her home safely.

The childminder provides a suitable range of activities which enable all children to make satisfactory progress across all areas of learning. Systems for observing what children can do, assessing their progress and planning for their next steps are developing but are not yet fully embedded in practice.

The childminder has a suitable commitment to improving her service and updating her knowledge, and does this through attending some training, such as first aid and safeguarding as well as maintaining links with her development worker. Self-evaluation is not fully implemented to drive forward improvements as targets are not prioritised and planned effectively. There are limited opportunities for involving parents in this process so that their views on the service can be considered. Records, policies and procedures required for safe and efficient management of the provision are mostly in place and are appropriately maintained and implemented. However the requirement to keep attendance records has been overlooked. This is also a requirement of the Childcare Register.

Parents are able to share what they know about their child at the onset of care so that their individual needs are effectively met. The childminder provides a friendly and approachable service and regular discussions help to ensure links with parents are maintained. The childminder has created a development folder for each child and shares this with parents, seeking their comments and suggestions on how she can further support their child's development. Therefore parents are kept up to date regarding their children's learning, development and welfare.

The childminder is aware of the importance of liaising with early years providers, when needed, to complement children's learning and development when they attend more than one setting. She has experience of preparing children for transition to pre-school and school and has appropriate ideas, such as link books, in place to help. She willingly works in partnership with other professionals to support children with additional needs to help them to reach their full potential.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance. (Records to be kept) (both parts of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register. (Records to be kept) (both parts of the Childcare Register)

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	402322
Local authority	Coventry
Inspection number	819262
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	08/01/2010
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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