

Inspection date	15/11/2012
Previous inspection date	02/11/2011

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

- The childminder holds a childcare qualification and has good knowledge and understanding of child development. All of the activities are meaningful and well planned, which provides children with appropriate levels of challenge.
- Children respond to the expectations of the childminder for good behaviour. She uses a calm and sensitive approach with clear boundaries, taking into account the children's level of understanding and stage of development.
- Children of all ages are very settled and confident in their surroundings. They move freely from one activity to another and regularly make their own choices.
- The children are cared for by the childminder and her assistant who clearly enjoy their time with them; they show warmth and are sensitive to their individual needs.

It is not yet outstanding because

- Not all parents views about the service have been obtained to ensure all children benefit from better practice in all areas.

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 childminder's home.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, the information displayed for parents and a selection of policies, procedures and children's records.
- The inspector carried out a tour of the premises including the upstairs bathroom.

Inspector

Hayley Lapworth

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband who is also her assistant and their two sons who are five and seven years of age. The family live in Coventry. They have two pet dogs and two bearded dragons. The childminder uses the downstairs area of her home and the upstairs bathroom for childminding. She takes the children to activities in the local community. The childminder has a relevant child care qualification.

The childminder currently has four children on roll, all of whom are in the early years age group. Children attend on a full and part-time basis. The childminder operates each week day all year round except for holidays that are discussed with parents in advance.

What the setting needs to do to improve further

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

- enhance further the methods used for self-evaluation to ensure the views of all parents are regularly obtained.

Inspection judgements

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

The childminder has a level 3 qualification in child care and a secure knowledge and understanding of child development. She has spent time ensuring she is aware of the changes and similarities in the revised Statutory Framework for the Early Years Foundation Stage. The childminder provides a wide range of activities and experiences that support the children's individual age and stage of development. She knows the children well and is aware of their preferred learning styles. The childminder plans for the children's learning and provides them with a good balance of adult-led and child initiated activities. Consequently, children are making good progress. Parents are encouraged to share information about their child during the settling-in period and methods are in place to ensure they share their observations of their children's learning at home. For example, the childminder asks them what they have noticed and the areas their children have progressed in. The childminder shares her children's learning journals with the parents to ensure they are kept well-informed about their children's progress. The childminder organises space within her home well. Resources are attractively displayed in the lounge which encourage the children become involved in play as soon as they arrive at the childminder's home, thus helping them to settle. The children are encouraged to talk about what they would like to do next and make choices from a range of toys stored at their level. This effectively promotes their independence. Resources are safe and developmentally appropriate. For instance, there are child-sized scooters and dressing up costumes of their favourite movie characters.

The children are becoming confident communicators. They regularly engage in conversation with the childminder and her assistant who show a genuine interest in what the children have to say. The children love to share their experiences from home and talk about their birthday parties and what gift they are hoping to receive from Santa Claus at

Christmas. They also regularly talk about their siblings and their favourite toys. The childminder encourages them to share their experiences through asking them questions about bonfire night and Diwali. Language and literacy skills are also effectively promoted through planned activities. For example, the childminder sits with the children and encourages them to watch a short DVD which introduces them to letters and sounds. Together they then look at a poster of the letters and the childminder asks them questions that make them think. For example, she asks 'which letter can you find that has a dot bouncing on the top of its head', the children show great amounts of pride in announcing 'it's the letter i'. Also they learn that the letter 'a' is the first letter in the word 'achoo'. Therefore, children are learning skills for the future and beginning to understand that print carries meaning.

Children's personal, social and emotional development is also effectively enhanced as the childminder takes many opportunities to praise the children regardless of how big or small their achievements may be. For example, she comments on how polite the children are when they use their manners and excitedly praises them for identifying the correct letter on the letter chart. Therefore, the children are confident in their surroundings and feel good about themselves. Through attending local groups and events in the community, the children are making friends outside of the childminder's home with children of a similar age.

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

Children are happy and settled in the care of the childminder and her assistant. On occasions they seek the comfort of an adult and enjoy a cuddle, this may be whilst listening to a story or talking about what they would like to play with. The children are keen to be involved in a range of play and enjoy trying new experiences. For example, the childminder shares that the children enjoyed collecting leaves to bring back home to use in a creative activity. The children's behaviour is very good and they often can be found playing harmoniously together and alongside one another. The childminder is a good role model, she is calm and gentle in her approach towards the children. She reminds them of how to behave and of her expectations for good behaviour. For example, she reminds why they must not climb on the lounge furniture. The children respond very well indeed and are developing a good understanding and learning the difference between right and wrong. The childminder is able to work with parents and other professionals to ensure that children with special educational needs and/or disabilities receive appropriate care so that they reach their full potential. The childminder demonstrates how she ensures children are well prepared for moving onto school.

Children's health is effectively promoted. The childminder encourages the children to follow effective hygiene procedures and practices. As a result, their physical, nutritional and healthcare needs are met. During routine trips to the bathroom the childminder guides and supports the children to become independent in their personal care. These developing skills successfully support children when they take their next steps, for example, to school. The childminder encourages the children's parents to provide healthy foods in the children's lunch boxes and she provides healthy snacks. For example, she often provides a range of fresh produce, such as fruit and raisins. Snack time is a sociable

occasion where the childminder sits and talks to the children. She encourages them to be polite and reminds them to use good table manners. Good opportunities to access fresh air and exercise are in place. The childminder often takes the children to play in local parks and open spaces. For example, they play tennis and basketball on the local astro-turf pitch which positively impacts upon their overall health.

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

The childminder is fully aware of the safeguarding procedures she must follow in the event of a concern about a child in her care. She is aware of the types of abuse and of possible signs and symptoms. A well-written policy is shared with parents so that they are clear of the childminder's responsibilities in keeping children safe from harm. Areas used by the children are visually checked on a daily basis and potential hazards are minimised. For example, safety gates are used to prevent young children from accessing the staircase and corner guards are used on low level units. Therefore, the children can play and move around freely and safely. Fire safety equipment is in place and the evacuation plan has been displayed to ensure the older children are aware of what to do in the event of an emergency. Children are learning about how to keep safe when they are near roads. This is because the childminder explains to them when it is safe to cross the road and when they should stand back. This helps them to begin to learn how to keep safe on walks and trips in the local community.

The childminder has a positive attitude towards continuous improvement and is keen to improve the service she provides. She has successfully addressed the recommendations and action raised at the last inspection. This has positively impacted on the children's safety and learning and development. The childminder is objective in identifying her strengths and areas for improvement. She identifies one of her strengths as being knowledgeable about the children present stage of development. An area for improvement she has identified is to provide more variety in the resources which promote positive images. However, at present not all parents views about the service are obtained. Consequently, this may mean not all children benefit from better practice in all areas. The childminder is keen to develop her knowledge and looks to access courses which will support this. She has completed training in, for example, safeguarding children, which positively impacts on children's welfare.

Inclusion is effectively promoted as the childminder is aware of working alongside other professionals to promote the care of the children. The childminder has experience in working with children with special educational needs and/or disabilities. Therefore, all children can be fully included in the life of the setting. The childminder is aware of developing positive partnerships with other providers where children receive their education and care in more than one setting. As a result, continuity is enhanced. Information provided by the childminder and taken from thank you cards confirms that parents are happy with the service. They state their 'children are settled' that the childminder offers a 'lovely environment and brilliant child care'.

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	EY410321
Local authority	Coventry
Inspection number	875419
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	02/11/2011
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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