

Inspection date	26/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 secure understanding of how to promote the learning of young children through play. This means they make good progress in their development.
- Children have a gradual settling-in period, which helps them to gain a positive sense of belonging and develop warm relationships with the childminder and her family.
- Children develop a good understanding of acceptable behaviour because the childminder sets clear house rules and boundaries. Through using praise and encouragement and a consistent approach, children develop a good understanding of right and wrong.
- The childminder works in partnership with parents, in order to identify their children's starting points in their learning and to successfully meet their individual care needs.

It is not yet outstanding because

- Children's understanding of information and communication technology is not maximised because resources and opportunities to enhance and extend children's learning in this area are not fully considered.
- Systems for self-evaluation do not fully incorporate the views of parents to further assist the childminder in identifying areas for future improvement.

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 in the two downstairs rooms.
- The inspector spoke to the childminder and children at appropriate times throughout the observations.
- The inspector looked at children's learning journals, planning, children's records and a selection of policies and supporting documentation.

Inspector

Hazel White

Full Report

Information about the setting

The childminder was registered in 2010. She lives in Coventry with her husband and two children aged two years and 10 months. The whole of the ground floor is used for childminding purposes. There is a small enclosed garden available for outside play.

The childminder is able to take and collect children to and from local schools and pre-schools. She is registered on the Early Years Register and the compulsory part of the Childcare Register. There is currently one child on roll who is the early years age group.

What the setting needs to do to improve further

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

- create opportunities for children to develop skills for the future by providing a range of information and communication technology resources, such as torches, calculators and cameras
- build on self-evaluation by extending how the views of parents are incorporated, to further assist in identifying areas for future improvement.

Inspection judgements

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

The childminder demonstrates a secure understanding of how children learn through play. She provides a good range of interesting activities which motivate children, enable them to have fun and give them a good range of skills in readiness for school. She effectively assesses children's progress and plans activities that support them to achieve the next steps in their development. Children's starting points and interests are well known because parents complete an 'all about me' document. This provides the childminder with in-depth information, which is used to help ensure activities and experiences challenge children appropriately. Parents are kept well informed about the activities their children take part in through the use of a daily diary and regular informal discussions.

The designated playroom is well organised with resources mostly stored in low-level storage units. This helps children confidently make independent choices in their play and take the initiative in seeking out their favourite toys. The childminder supports children's language development by asking questions as she joins in with their spontaneous play. For example, as a child makes an intricate 'magic garden' using play clay, she asks how many flowers there are on the plant and asks the child to describe the colours. New words are introduced, such as 'petals' and 'nozzle', which effectively builds on their vocabulary.

Children enjoy singing songs and rhymes and look at the pictures in their favourite books, carefully turning the pages. The childminder reads to the children and this further encourages their interest in books and promotes their understanding that words have meaning. Numbers and counting are introduced as part of everyday routines. Children count how many embossed stars there are on the table as they get ready for lunch and how many cups they will need for their drinks. They group together toy animals in order of size, therefore learning about biggest and smallest.

Children gain good mathematical skills by twisting and turning pieces as they complete jigsaws and make structures from building bricks, placing the largest at the bottom to stop it from tumbling. They enjoy visits to the local park where they climb on large equipment and learn to kick, throw and catch balls. This supports children to develop their coordination and balancing skills. Children notice the changes in trees when they are out and about. They name the seasons and discuss how the wind makes the leaves fall off the trees in autumn. Children learn that some trees, such as Christmas trees, do not shed their leaves, therefore developing a good understanding of nature.

Opportunities for children to explore and operate information and communication technology equipment are less frequent. They use a cash register in their pretend play and babies have a number of interactive toys to access. However, other experiences have not been fully considered. Consequently, children's learning in this area is not fully promoted. Children use their imagination well. For example, the playhouse becomes a workshop where cars and buses are repaired and made roadworthy. This successfully supports their pretend play.

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

Children develop a close relationship with the childminder and her family. She offers a gradual settling in period so that they feel safe and comfortable in her home and gain a sense of belonging. Children clearly enjoy the childminder's company and are responsive to her support and reassurance. They confidently move freely between rooms and activities, self-selecting toys and exploring their surroundings. As a result, they are becoming active and inquisitive learners. The childminder helps children to develop confidence and independence in situations indoors and away from her home. For example, children learn to put their shoes and coat on correctly before they go outside and visit the local library where they socialise with others. This helps children to prepare for a smooth transition to the local nurseries and primary schools.

Children learn to behave well and have regard for the needs of others. The childminder is consistent in her approach to managing behaviour and works effectively in partnership with parents. She sets clear house rules and boundaries and this develops children's understanding of right and wrong. Healthy lifestyles are developed through regular exercise on swings and slides in the park and local walks. Parents are supported in sending healthy packed lunches and the childminder provides a variety of snacks each day, such as fruit and biscuits.

The childminder carries out daily checks of her home to help ensure children are safe. She reminds them to be careful and supervises them as they play. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, she teaches them about road safety on outings, which means children are developing their understanding of safety.

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

The childminder has a secure understanding of the safeguarding and welfare requirements. She has a safeguarding policy to follow should she need to seek advice or make a child protection referral. This is shared with parents so that they are aware of her role and responsibilities in protecting children from harm. In addition, the childminder has recently completed a safeguarding course. Consequently, she is up to date with current practice. The environment in which children are cared for is safe as the childminder closely supervises children. Risk assessments are regularly conducted and take account of all areas children have access to. The process is effective in identifying and minimising risks to children and keeping them safe.

The childminder shows a good commitment to providing a quality service. She suitably monitors the delivery of the educational programmes, planning and assessment, and this helps to ensure children's care and learning needs are clearly identified and met. She welcomes the support of the local authority and networks with other childminders to share good practice. In addition, the childminder uses the internet to research relevant childcare information that she finds useful to use when reviewing her planning. This means she updates her knowledge and understanding of how children learn and develop and can support them effectively.

The childminder fully understands the importance of continuous professional development and has attended a variety of courses, including paediatric first aid, safeguarding children and inclusion. She has identified further training she intends to complete to further her knowledge and understanding of childcare subjects.

The childminder has a positive relationship with parents, providing clear information through discussion and her policies and procedures. She regularly shares information about the children's care, both verbally and through a daily diary, which includes observations of children's learning and development achievements. However, the views of parents are not fully used to further assist in identifying areas for future improvement. Links with other providers delivering the Early Years Foundation Stage will be forged when necessary. The childminder has experience of working in a school setting and is therefore fully aware of the importance of sharing information. This includes information relating to the assessment of children and their learning needs to ensure consistency of care and to identify any intervention needed.

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
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	EY414635
Local authority	Coventry
Inspection number	797441
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	4
Number of children on roll	1
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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