

Inspection date

Previous inspection date

12/12/2012

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

- Children's safety and good health is protected well. The childminder identifies and successfully minimises risks in her home and on outings. Children are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.
- Children make good progress because the childminder effectively observes and assesses their level of achievement and is aware of their interests and learning styles. She plans for individual learning and ensures that children enjoy a full range of play activities.
- Children's communication and language development is promoted well by the childminder. Children who speak English as an additional language are consistently encouraged to use their home language as well as learn to speak English.
- Children are happy, settled and confident. Relationships are good and very young children learn to play cooperatively with others.

It is not yet outstanding because

- Information obtained from parents is not maximised during the child's induction with regard to what the child already knows and can do. This has an impact on initial planning for future 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 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 as children played in the ground floor playroom and outdoor area.
- 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.
- The inspector took account of the views of one parent spoken to on the day of inspection.

Inspector

Jan Burnet

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 in Coventry, south-east of the city centre, with her husband and 15-month-old child. The ground floor of the childminder's house and a first floor bedroom and bathroom are used for childminding. An enclosed

garden is used for outdoor play.

The childminder is currently caring for two children in the early years age group. She is able to walk with children to and from a local school and pre-school. She childminds all year round.

The childminder is a member of the National Childminding Association. She has Qualified Teacher Status and has completed training courses on first aid and safeguarding. The childminder supports children who speak English as an additional language. During school holiday periods, the childminder's husband works with her as an assistant.

What the setting needs to do to improve further

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

- enhance information initially obtained from parents to include more on what the child already knows and can do, so that this can be used to plan for the next stage in the child'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 knowledge and understanding of learning and development requirements. She challenges children effectively to reach next steps in learning and is fully aware of the prime and specific areas of learning. During induction, the childminder obtains good detail on children's care needs and some information on their stage of development. However, initial assessments are not fully effective because information from parents on what their child already knows is not maximised, in order to inform planning for next steps. Observations are recorded and the childminder tracks children's progress against the 'Development Matters' guidance. Children make good progress because the childminder plans in accordance with their interests as well as their stage of development. Consistency for children between the childminder and home is addressed well. Time is spent sharing information verbally each day and records of children's learning are always available, in order for parents to be included in their early education. Children do not currently attend any other provision but the childminder is aware of the importance of working with other providers, as well as parents, to ensure consistency.

Resources are safe and meet the learning and development needs of the children who

attend well. The environment is rich in print and includes, for example, the names of different colours in different languages. The childminder fully supports children who speak English as an additional language in using and developing their home language as they play. Children look at posters showing animals and name some of them in their home language. As they play alongside each other, the childminder encourages them to understand turn taking and sharing. They explore a 'treasure' basket and hand items that they find to each other. A favourite is a string of three bells and children enjoy the sounds that they are making as they shake them vigorously. Children gain an awareness of counting with one to one correspondence as they are encouraged to count the bells with the childminder. They explore the texture of a string of beads, pine cones and sponges. Children show great interest as the childminder squeezes a sponge tightly in her hand. She continually promotes language development effectively and introduces 'small' and then 'big' as she releases the sponge and it springs back to full size. Children try to repeat her actions and press the sponge down into the carpet with their hands.

Children's manipulative skills are developing well. They learn to match colours and shapes as they play with shape sorters and inset jigsaw puzzles, and they create lines and dots on paper with crayons. Children enjoy playing with interactive toys and books. When a button is pressed in one of the books, it makes a sound like a door bell and children say 'Who is it?' as they pretend someone is at the door. They repeat situations familiar to them as they play with home corner toys. For example, they talk into the toy telephone and pretend to eat with the plastic dishes and spoons. Children enjoy moving to music and the childminder teaches rhymes, such as 'This little pig' that promote an awareness of number and counting.

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

Children are settled, happy and confident, and the relationship between the children and the childminder is very good. Young children play happily alongside each other and learn to cooperate with each other. They enjoy the involvement of the childminder in their play and she offers good support. The childminder identifies the importance of positive reinforcement, in order to promote children's self-esteem. Their independence is promoted well as they choose and select resources from well-organised low-level shelving.

The childminder ensures that her home is warm and welcoming for children and their parents. Children's well-being is addressed well because the environment is healthy and safe. The childminder teaches children how to keep themselves safe, for example, they learn how to cross the road safely. Children's physical development is fostered effectively. They enjoy outdoor play in the garden throughout the year and the childminder talks with them about why they must wear warm clothing on a very cold day. Children practise skills with a football as they learn to kick and throw with direction. They walk to a local park where large physical play equipment challenges them effectively.

The childminder makes sure that she is aware of children's individual care needs. For example, admission information includes good detail on dietary needs and any medical conditions. Children's well-being is addressed well because parents are provided with

information on safety, illness and accidents. Parents provide healthy meals and the childminder uses her food hygiene knowledge effectively to protect children's health. Children are developing an ability to attend to their self-care needs. They learn that in order to protect their health, they must wash their hands before eating. The childminder talks with them about why fruit should be washed before they eat it.

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

The childminder successfully identifies and minimises risks in her home, garden and on outings. Her home is secure, hazards in the kitchen are inaccessible and a gate is fitted to the bottom of the stairs. She is fully aware of her responsibilities to safeguard children. Necessary checks for the childminder and her husband have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of her safeguarding policy and the Coventry Safeguarding Children Board procedures and contact details. She makes sure that her safeguarding knowledge is kept up to date.

The childminder successfully monitors the education programmes. She uses her teaching skills and experience, and her knowledge of the Statutory Framework for the Early Years Foundation Stage to ensure that children make good progress. The childminder demonstrates a strong commitment to improving her knowledge and skills and she values the support of local advisors and other experienced childminders in helping her to review and improve her practice. Her current priority is to develop a broad range of activities, in order to continue to inspire children's language development in English and in their home languages. Resources are well organised and are maintained in a good state of repair. Required documentation is kept up to date and in good order.

Information provided for and obtained from parents is generally good and includes a full range of written policies and procedures that successfully reflect the ethos of the provision. Parents are well informed about their children's achievements and progress and the childminder seeks their views about the provision. She is fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. She ensures that children gain an awareness of diversity. Parents share very positive views on the service provided by the childminder. Children do not currently attend any other early years provision but the childminder is aware of the importance of establishing links to ensure continuity of care and 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	EY448021
Local authority	Coventry

Inspection number	805638
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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