

Inspection date

Previous inspection date

11/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
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

- Children's emotional and social development is promoted well by the childminder. Children are happy, settled and confident. Visits to a local early years group, encourages children to learn to play cooperatively with others.
- Children's safety is addressed successfully. The childminder identifies and minimises risks in her home and on outings. Children are safeguarded because the childminder is aware of her responsibilities to protect them from harm.
- Children's good health is protected well. The childminder uses her food hygiene knowledge effectively and meals provided are healthy and nutritious.

It is not yet good because

- The partnership with parents is not fully effective because they are not informed of the procedure for a lost child or a child not collected at the agreed time.
- 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.
- Opportunities for children to explore their senses are limited because they are not able to squeeze, mould and make marks in resources, such as sand, dough, paint and gloop.

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 ground floor playroom.
- 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 2012 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives in Coventry with her two children aged nine and 14 years. The ground floor of the childminder's house is used for childminding. There is an enclosed garden available for outside play.

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

round.

What the setting needs to do to improve further

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

- ensure that the following information is provided for parents and carers; the procedure for a missing child and the procedure for a parent failing to collect a child at the appointed time.

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

- develop information initially obtained from parents to include detail on what their child already knows and can do, so that this can be used to plan for the next stage in the child's learning
- develop opportunities for young children to explore and use a range of media by providing resources, such as paint, dough and sand.

Inspection judgements

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

The childminder has a sound knowledge and understanding of learning and development requirements. She challenges children appropriately to reach next learning steps and is sufficiently aware of the prime and specific areas of learning. The childminder identifies starting points for children's learning from her own observations. However, initial assessments are not fully effective because information from parents on what their child already knows is not obtained in order to inform next steps planning for the child. Consequently, planning at an early stage is not maximised. The childminder is beginning to keep records on children's achievements and in order to challenge them appropriately she is planning next learning steps in accordance with her assessment of their stage of development. Consistency for children between the childminder and home is addressed satisfactorily because the childminder shares information with the parent each day. Children do not currently attend any other provision but the childminder is aware of the importance of working with other providers to ensure consistency.

Children currently cared for are aged under two years. They are developing well emotionally and the childminder is promoting their social development effectively. Children learn to cooperate with others and take turns during visits to other early years settings

and the park. Children enjoy singing and they confidently stand in the middle of a circle of children and do the actions to different songs. They sing the tunes and know some words. Books are always available and children choose different ones to look at with the childminder. Young children are beginning to show care for baby dolls and they pretend to drink from toy cups. Resources are safe and generally meet their learning and development needs satisfactorily. However, children do not explore and experiment with media, such as dough, paint and sand. Therefore, opportunities for sensory development are limited.

Children communicate with expression and gestures and the childminder interprets these appropriately. For example, when tired children like to be cuddled. Language is developing well and children are beginning to put two and sometimes three words together, for example, they say 'ready steady go' as they go down the slide. Children enjoy playing on swings and a roundabout and they develop confidence and skills as they climb steps on the slide. They decide if they feel confident enough to stand to climb or crawl up the steps. Children are learning to throw, catch and kick balls with direction. They develop manipulative skills and learn to match shapes and colours as they play with shape sorters, building bricks, and inset puzzles. The childminder supports young children in counting to three with one-to-one correspondence as they build. Children competently feed themselves with a spoon and they are beginning to stab with a fork.

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

The childminder ensures that her home is welcoming for children and their parents. Children's well-being is addressed effectively as the environment is healthy and safe. The childminder teaches children how to keep themselves safe, for example, they learn how to use climbing equipment safely at the park. Children's physical development is fostered effectively. They enjoy outdoor play throughout the year and the childminder provides healthy meals. She uses her food hygiene knowledge effectively to protect children's health. The childminder makes sure that she is aware of children's individual care needs with regard to dietary needs and any medical conditions. Children's well-being is addressed because parents are provided with information on safety, illness and accidents. 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, and they also wash their hands alongside the childminder after she has changed their nappies.

Children are settled, happy and confident, and the relationship between the children and the childminder is positive. The childminder encourages parents to settle their child in gradually in order to ensure emotional security. This prepares children well for moving on to other providers and school in the future. Young children learn to play cooperatively alongside each other and they enjoy the involvement of the childminder in their play. They show their pleasure as they instigate 'peek-a-boo' games with the childminder whilst nappies are changed. The childminder identifies the importance of positive reinforcement in order to promote children's self-esteem. Children's independence is promoted appropriately as they choose and select resources made easily accessible to them in the

playroom.

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

The childminder satisfactorily 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 so that children cannot access the stairs. The childminder is suitably aware of her responsibilities to safeguard children. Necessary checks for the childminder 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.

The childminder generally uses her knowledge of the revised Statutory Framework for the Early Years Foundation Stage to ensure that legal requirements are met. However, the partnership with parents is not fully effective because a requirement to inform parents of procedures for a lost child or a child not collected at the agreed time is not being met. The childminder monitors the educational programmes satisfactorily. She is aware of the Development Matters in the Early Years Foundation Stage guidance and refers to it to track children's progress and make sure that they make progress. The childminder demonstrates a sound 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. She has completed training on children's learning and development and hopes to attend further training. Her current priority is to attend safeguarding training. Resources generally meet children's needs appropriately. Required documentation is kept up-to-date and in good order.

The partnership with parents is satisfactory. A booklet containing most required policies and procedures is provided and these successfully reflect the childminder's practice with regard to meeting children's needs. Information obtained from parents is adequate, although initially limited with regard to children's learning. The childminder is 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. 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
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY448022
Local authority	Coventry
Inspection number	806916

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
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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