

<b>Inspection date</b>	21/01/2013
Previous inspection date	31/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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**

- Highly effective partnerships have been developed between the children's parents and the childminder. She shares detailed records with them about their child's progress, keeping them fully informed.
- Older children have an excellent sense of belonging as they are hugely valued by the childminder. They learn numerous practical skills for the future, through helping to care for their younger peers.
- The childminder has an excellent understanding of the revised framework, including the introduction of the progress check at age two years. She is aware of the information that she must provide to parents to inform the healthy child programme, in order to ensure children receive the support, which they may need.
- The childminder has a superb knowledge of child development and how young children learn. This helps to ensure they reach their full potential.

#### **It is not yet outstanding because**

- The childminder does not always encourage toddlers to wash their hands after using the potty. Therefore, they are not consistently learning skills in self-care and the spreading of germs is not always effectively minimised.

## 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 lounge and dining room.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at records of the children's learning journeys, the childminder's self-evaluation document and a selection of policies and procedures.
- The inspector looked around the premises, including the rear garden and upstairs bathroom.

## Inspector

Hayley Lapworth

## Full Report

### Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory part and voluntary parts of the Childcare Register. She lives with her husband, one adult child and two children aged 13 and 10 years. They have one pet cat. The family live in a residential area in Coventry close to the city centre. The childminder mainly uses the downstairs of her premises for childminding and the bathroom upstairs. There is also a

fully enclosed garden for outdoor play. She takes children to activities in the local community and drops off and collects children from local schools.

The childminder currently has 14 children on roll, seven of whom are in the early years age group. Children attend on a full- and part-time basis. The childminder operates each weekday between approximately 8am until 6pm, 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:**

- fully extend hygiene practices to prevent the spreading of germs by ensuring that all children, including toddlers wash their hands regularly and specifically after using the bathroom.

### **Inspection judgements**

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

The childminder has extensive knowledge of child development and how young children learn. She is very familiar with revised Statutory Framework for the Early Years Foundation Stage. As a result, she plans for children's learning effectively incorporating the seven areas of learning. The childminder provides children with a superb balance of both planned and spontaneous activities. Through verbal praise and encouragement, they are given the confidence to create their own ideas and initiate their own learning. For example, children pretend dolls and soft toys are riding on horses.

Each child has an attractively presented, well-organised individual learning journey, which includes photographs of them fully engaged in their play. The childminder has developed highly effective systems to monitor and track the children's development. She regularly observes their learning and uses the 'Development Matters in the Early Years Foundation Stage' guidance to assess their current level of development. Identified steps of what children need to do next are then effectively used to inform future planning.

The childminder has implemented superb arrangements to ensure parents are fully engaged with this process. For example, each day, she spends time discussing their children's progress, she provides written reports for them and regularly asks them to contribute what they know about their child's learning from home. Resources are exceptionally well deployed. The childminder monitors children's engagement in the

resources that are on offer and suggests a change when they begin to lose interest. Therefore, they are continually stimulated and involved in activities, which capture their interest. Space is well organised, which allows groups of children to play together on the floor and eat together at the dining room table.

Children's personal, social and emotional development is superbly promoted. Older children are hugely valued by the childminder, who treats them as mature individuals. She gives them responsibilities, such as supporting the younger children in team games and holding their hands on the school run. They respond to these roles with great enthusiasm and take great pleasure from being the 'childminder's helpers'. Younger children are growing in confidence and self-esteem at a great speed. This is because they receive praise from the childminder and their older peers at every opportunity, regardless of how big or small their achievements may be. For example, when they successfully use the potty both the childminder and the older children clap with delight. They also receive huge amounts of praise for counting in numerical order and joining construction bricks together during a game of 'springy spiders'. Children also learn about those less fortunate than themselves. For example, they are involved in sponsoring a child from Africa. They learn about life in Africa and some of the difficulties these children are presented with in their daily life. Therefore, they are developing a good understanding of the wider world.

Children of all ages are developing fantastic skills in their communication and language. This is because there is a real 'buzz' of conversation in the childminder's home. For example, the children spend long periods talking to one another, the childminder and the childminder's own children. They talk about their interests, discuss characters from movies and their own personal experiences. The childminder extends the children's knowledge and further promotes their vocabulary skills by introducing new, less familiar words to them. For example, through a topic on kings and queens, they learn about the 'monarchy' and what is meant by a 'kings decree'. Younger children learn the names of animals and numbers through fun songs and rhymes, such as 'five little monkeys'. They also learn mathematical language, such as, 'bigger', 'smaller', 'more than' and 'less than' through team games. Therefore, children are learning skills in mathematics, developing an understanding about the world around us and becoming articulate individuals. All of which, help support children's readiness for school.

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

Effective procedures are in place to help children settle in the childminder's care. She spends time with the children's parents in the early days finding out about their current stage of development, their individual needs and preferences. The childminder obtains information on parents' wishes and children's daily routines, which helps to promote a sense of security. Children's emotional development is supported as they develop warm and comforting relationships with the childminder. She responds to children's needs, for example, by supporting them when they are tired or upset. Through spending time with other children and adults, the children are encouraged to form relationships and attachments. These developing skills help to support children when they move onto their next stage, for example, to another provider or onto school.

The childminder ensures that older children learn about the importance of following strict hygiene routines. For example, prior to eating and after using the bathroom, they know that they must wash their hands. However, hygiene practices are not always fully promoted with younger children. For example, on occasion, young children, who are learning to use the potty are not encouraged to wash their hands. Therefore, they are not consistently learning about self-care and the spreading of germs is not always consistently prevented.

Children's nutritional needs are effectively promoted by the childminder, who monitors the foods that the children bring in their lunch boxes as she discourages them from having too many sweet foods. Therefore, all children receive a consistent message about foods to avoid and those which are good for them. Mealtimes are a sociable occasion where all ages of children sit together. Older children discuss foods that they like and share their knowledge of the importance of eating fruit and vegetables everyday. Consequently, younger children are learning about a healthy diet. The childminder explains to the children why they need to drink regularly and encourages all of them to drink plenty of fluids throughout the day. Therefore, they are learning the importance of keeping hydrated. Children have opportunities everyday to spend time outdoors as they always walk to and from the local school.

The childminder carries out daily checks of the premises to ensure that children are safe. She reminds the children about how to keep safe. For example, she explains to them why they must not run indoors. Children are involved in the practising of the emergency evacuation procedure, which ensures that they develop an understanding of their own safety.

Children's behaviour is very good. The childminder effectively manages any undesirable behaviour according to their age and stage of development. For example, when she speaks to young children, she bends down to their level and speaks slowly, clearly explaining why they need to behave in a certain way. Therefore, children are learning the difference between right and wrong. The childminder effectively supports children in being kind and considerate towards one another's feelings and needs. For example, she explains to older children why they cannot watch certain movies when younger children are present.

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

The childminder monitors her own practice, in order to improve outcomes for children and their families. For example, she thinks about what children learn from activities and how they can be improved. The childminder has successfully addressed the recommendation raised at the last inspection, which has positively impacted upon the use of the resources. She has successfully identified her strengths and any areas for improvement. For example, she identifies that through research, she would like to find out more ways of delivering exciting, stimulating experiences to the children in her care. The childminder has completed the Ofsted self-evaluation form and the views of parents and the older children are included. For example, they are asked to share their thoughts about the service, which

the childminder provides.

The childminder has a wealth of experience in caring for children as she has been registered as a childminder for almost 10 years. During this time, she has placed a high emphasis upon her own professional development. She has attended many short courses including food hygiene and has recently been awarded BA (Honours) in Childhood and Youth Studies. All of which, positively impact upon the high quality service that she provides.

The childminder is fully aware of her responsibilities with regard to protecting children from abuse. She has attended safeguarding training and continues to keep her knowledge fresh through materials provided by her local authority. She is fully aware of the procedures, which she must follow if she has a concern about a child in her care. The childminder is very popular with local families and is often very busy. Some days for short periods, she cares for as many as 11 children, of which many are over the age of eight. The childminder always operates within required ratios. She ensures that the care of the older children does not adversely affect the care of the younger children. Safety is given extremely high priority and children are effectively supervised at all times. For example, on the school run, very young children are either in or holding onto the pushchair. All of the other children hold hands and walk together in front of the childminder, always staying within her sight. Older children are encouraged to help the childminder and support the younger children. All adults living on the premises are checked and cleared through appropriate vetting procedures. Therefore, children are kept safe in the care of the childminder.

The childminder has a positive attitude towards treating children and their families as individuals. She actively promotes equality for all, ensuring that all children and their families feel welcome and included in the life of the setting. Consistency of care is assured because the childminder is well aware of the value of working in partnership with parents, other professionals and providers delivering early education. Strong partnerships with parents have been established. The childminder regularly shares lots of information with them on their child's progress and her policies and procedures. Written comments received from parents provided at the inspection include extensive praise for the childminder. They describe her as 'brilliant', and 'very confident and knowledgeable'. They also share the childminder is 'fantastic at sharing their children's progress' and their 'children have remarkably improved in many areas of their development since attending'.

### **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

<b>Unique reference number</b>	EY252879
<b>Local authority</b>	Coventry
<b>Inspection number</b>	901053

<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	31/03/2010
<b>Telephone number</b>	

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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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