

Inspection date

30/01/2013

Previous inspection date

21/07/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 3

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 play in a safe and secure environment; through discussion and everyday experiences they are gaining an awareness and understanding of health and safety issues.
- Children are happy and settled in the warm and welcoming environment provided by the childminder. Flexible settling-in procedures mean that children can adjust to a new environment at a pace to suit them and their parents.
- Children are engaged and motivated to learn because they receive plenty of praise and encouragement from the childminder.

It is not yet good because

- Information about children's progress, needs and achievements is not being effectively shared between the childminder, parents and other settings that some children attend. Consequently, secure information is not available to inform children's assessments and the planning of their experiences.
- Children's understanding of the natural world is not fully promoted because the garden is not used to best effect and a wide variety of resources to help them investigate and explore is not available.
- An effective system for self-evaluation has yet to be devised and implemented to help monitor and improve practice.

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 the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector held conversations with the childminder, her co-minder, an assistant, children and one parent.
- The inspector conducted a tour of the childminder's home during the inspection.
- The inspector looked at a selection of policies, procedures and children's records.

Inspector

Carol Johnson

Full Report

Information about the setting

The childminder has been registered since 2009 on the Early Years Register and the compulsory part of the Childcare Register. She works with two other registered childminders and minds from her co-minder's house in Nuneaton, Warwickshire. The co-minder's adult child lives at the property. The house is within walking distance of the local shops, schools and parks. The childminder uses the whole of the ground floor and the rear garden for childminding purposes. The family has a dog and cat.

The childminder visits parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently 10 children on roll; nine are in the early years age group and attend for a variety of sessions and one is of school age and attends after school. She works with several assistants and operates all year round from 7.15am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She supports children who speak English as an additional language and has a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- improve the range of activities and experiences offered to children in the area of understanding the world by; providing more objects that children can use to explore and investigate nature, and develop the use of the garden to provide children with more frequent opportunities to discover the natural world
- develop existing partnerships with parents, and the other settings children attend by; encouraging parents and other professionals to share more information about children's experiences, progress and achievements, and then use this information effectively to inform assessments and the planning of children's activities.

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

- develop an accurate reflection of strengths and weaknesses to help drive improvement and fully enhance outcomes for children.

Inspection judgements

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

The childminder demonstrates a satisfactory awareness of the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. Children are provided with a variety of spontaneous and planned experiences that suitably support their all-round learning and development. They engage in imaginary play and learn about technology as they play with interactive toys. Additionally, they learn about colours, shape and number as they play with construction toys, look at books and participate in creative activities. Children go on outings in the local area and enjoy walks to parks and the local shops. As a result, they experience fresh air and exercise, and are alerted to the various sights, sounds and smells in the environment. However, the garden is not being used to best effect and this means that children's understanding of the world

is not effectively promoted. It is not routinely used by the children in the winter months and lacks resources that encourage them to explore and investigate nature and discover the world around them. For example, there are no wind chimes for children to investigate the effects of wind or areas for them to dig and discover worms and insects.

The childminder, her co-minders and assistants work well as a team. They share the care and education of all the children and frequently observe them, and then record some of what they see within records referred to as 'Learning Journals'. These journals are available to parents and the recorded observations are used to inform a progress summary that is provided to parents of children aged between two and three. However, the childminder is not effectively obtaining information from parents about their children's learning and achievements at home. Consequently, this reduces her ability to assess children's progress and consistently provide experiences that accurately reflect their individual needs, abilities and interests.

Children are motivated to learn because of the support and guidance offered by the childminder. She is friendly and approachable and children show confidence in their surroundings. They know where some resources are stored and are starting to make some independent choices. Books and puppets are frequently used by the childminder to encourage communication and language. As a result, children enjoy listening to stories. A selection of books is accessibly stored at child height and this invites children to choose and handle them with interest. The childminder involves children as she reads stories to them and they respond appropriately to her requests. For example, they turn the pages when asked and repeat some words. The childminder gets down to the children's level so that she can make eye contact with them and maintain their interest. Furthermore, she shows them that their attempts at communication are valued by listening and responding.

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

Children benefit from a warm and welcoming environment. The main playroom is attractively decorated with posters and examples of children's artwork. A large settee and soft furnishings help to create a homely atmosphere and children appear happy and settled. Resources are good quality and safe, and some help children to develop a knowledge and understanding of the wider world. For example, children have access to a selection of puzzles, books and dolls that help to raise their awareness of differences and similarities in people. All areas of the childminder's home are clean and suitably maintained, which promotes children's welfare. In addition, appropriate hygiene and safety routines are in place with regard to the family pets.

Children's individual care needs and routines are satisfactorily known and met because the childminder maintains regular dialogue with their parents. Additionally, she observes and listens to the children and this helps her to identify their individual personalities and preferences; children happily go to her for comfort, reassurance and support. Children develop personal care skills that are appropriate for their age and stage of development. The childminder works in partnership with parents to support their children's growing independence. For example, they discuss and implement consistent methods for behaviour

management and toilet training. Children are encouraged to try and put on their own clothes and shoes, and to help with everyday tasks, for example, tidying away toys. As a result, they develop confidence and a range of skills that will prepare them for later life and the move to other settings.

Children learn about safety through everyday routines and practices. They are reminded to be careful during play and practise road safety on outings. Children regularly go on outings, for example, to shops and local parks and these experiences provide them with lots of opportunities to access physical play equipment and expend energy. Consequently, children develop confidence as they take risks and learn new skills. Children enjoy a variety of healthy meals and snacks, and this, plus plenty of exercise, helps them to gain a positive attitude towards a healthy lifestyle. The childminder has a friendly and caring nature and provides children with a positive role model to follow. She actively encourages good manners and respect, and children respond appropriately to her gentle reminders. For example, they listen and promptly react when asked to share or show they are sorry if they have upset another child.

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

Children are suitably protected because the childminder has clear safeguarding policies and procedures and is aware of her responsibility to record and report any concerns. She is conscious of the need to ensure that the environment in which children play is safe. A range of safety precautions are in place, for example, safety catches on low-level cupboards and drawers in the kitchen, and smoke alarms on both floors of the home. Thorough risk assessment records are maintained and reviewed, and these support daily visual checks carried out by the childminder and her colleagues. All adults living on the premises are suitably vetted and children are only released into the care of authorised individuals. Documentation is appropriately maintained and a set of written policies, which are shared with parents, help to support her practice. Regular communication between the childminder and her co-workers ensures a shared understanding of their individual and collective roles and responsibilities.

The childminder has started to evaluate her practice and uses a variety of methods to do so. For example, she has completed the Ofsted self-evaluation form and informally assesses and reviews her practice on a daily basis. However, self-evaluation is not rigorous and clear strategies are not in place to accurately monitor planning and children's progress. The childminder has a general idea of her strengths and weaknesses and has started to consider her priorities for improvement. She is enthusiastic and keen to develop resources and extend her all-round knowledge and practice. She has recently sent parents questionnaires to gain their views and responses received are positive. For example, parents compliment the settling-in arrangements and the safe environment. Also, one parent writes how the setting 'feels like a big family'. Nonetheless, effective methods for gathering and utilising the views of her co-workers have yet to be developed to enhance the self-evaluation process. The childminder has taken appropriate action in response to recommendations raised at her last inspection. Children's enjoy improved access to some

creative and sensory experiences, and the childminder has undertaken training to improve her knowledge of how to provide play experiences using natural materials. Additional required information was obtained from parents and an electrical fan and gas bottle that posed a risk to children were removed. Consequently, the childminder demonstrates a suitable capacity for improvement.

The childminder works with parents to provide appropriate care and support for children. However, strategies that effectively encourage parents to share what they know about their children's progress and achievements are not in place. Additionally, some children also attend other settings delivering the Statutory Framework for the Early Years Foundation Stage and information exchanged with staff at these settings is at times limited. For example, information is not consistently shared in respect of activities planned and provided for the children, or about what children know and can do. As a result, the ability of the childminder to accurately monitor children's progress and deliver the best possible learning experiences for them is reduced. However, she demonstrates a positive attitude towards working in partnership with parents and others to meet children's needs. She is caring for some children who speak English as an additional language and adopts a satisfactory range of methods to encourage their communication, and understanding of the English language. For example, the childminder asks parents for key words in their child's home language and uses a combination of visual prompts, facial expressions and body language.

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 | EY390558 |
| Local authority | Warwickshire |
| Inspection number | 821778 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Name of provider | |
| Date of previous inspection | 21/07/2010 |
| 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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