

Inspection date	14/02/2013
Previous inspection date	08/10/2010

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

- The childminder plays alongside the children, she intervenes in their play and offers support at appropriate times to enhance their learning.
- Children have opportunities to select resources for themselves. Therefore, they are making their own decisions about what they would like to play with.
- The childminder has developed suitable partnerships with the children's parents, she shares information with them about their child's recent achievements. Therefore, they can support their children's learning at home.

It is not yet good because

- The childminder does not provide children with sufficient opportunities to be able to fully use their home language in their play and learning as she does not have enough information about the language children use at home.
- There is scope to improve the opportunities for children to move freely between indoors and outdoors so that they can play in their preferred environment.

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 home.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at children's records a selection of policies, and procedures.

Inspector

Hayley Lapworth

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 17, three and one year. The family live in Coventry. The childminder uses the whole of the premises for childminding. She can take and collect children from local schools and she takes children to activities in the local community. The childminder currently supports children who have English as an additional language.

The childminder currently has two children on roll, both of whom are in the early years age group. Children attend on a part-time basis. The childminder operates each week day,

all year round except for holidays that are discussed with parents in advance. The childminder operates from 8.30am to 6pm each weekday.

What the setting needs to do to improve further

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

- find out more information about children's home language including key words and provide opportunities for them to use these in their play and learning.

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

- provide as many opportunities as possible for children to move freely between indoors and outdoors to play in their preferred environment.

Inspection judgements

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

Children are happy and settled in the childminder's care and they enjoy the playing alongside the childminder's daughter. The childminder has some understanding of the educational programmes and the seven areas of learning. She is beginning to observe the children's learning and make assessments of their current stage of development. The childminder is aware of the children's interests and activities that are suitable for their age and stage of development. She supports the children as they play, for example, by sitting in close proximity to them ready to support them as and when the need arises. For example, she helps them to place a train onto the train track by guiding their hand to the indents on the wooden track. She also supports them in gaining some self-care skills through demonstrating to them how to feed themselves.

The childminder's home is organised with some toys stored at the children's level. With some encouragement from the childminder, children are in the very early stages of beginning to move around her home accessing toys they would like to play with. Therefore, there are opportunities for them to make decisions for themselves. The childminder verbally shares her understanding of what the children need to do next in order to develop further. With the support of her early years advisor the childminder is looking at how to create individual learning journals for each child. She is beginning to work in partnership with the children's parents. The childminder shares her knowledge of individual children's development with their parents and she asks them to share their observations of their children's learning at home. Therefore, they are informed about their

children's progress and can support their learning at home.

Children are making some progress in their personal, social and emotional development. This is because they spend time with children of a similar age in the childminder's home and at local playgroups. The childminder encourages them to socialise, play with other children and make new friends. One of the groups they attend is 'song and rhyme time'. Through listening to and learning new rhymes, children's communication and language is beginning to develop. The childminder supports children in developing basic language skills as they play. For example, she introduces them to words, such as 'duck' and 'quack, quack' when they pick up a duck from a variety of farm animals. She repeats the word many times and asks the children to say 'duck' whilst she points at the duck they are holding. Therefore, children are becoming familiar with sounds and beginning to learn the names of farm animals. All of which, help support children's readiness for school. However, children with English as an additional language do not have sufficient opportunities to use their home language in their play and learning as the childminder does not find out enough information about the language children use at home.

Children's physical development is suitably supported. They have opportunities to ride small tricycles in the childminder's kitchen and play on rocking apparatus in her lounge. The childminder supports them by demonstrating to them how to put their feet on the pedals. She talks to them about what they have to do to make the tricycles move. Therefore, they are beginning to learn about how things work and how to ride a tricycle. Children also spend time outdoors at the local park and in the childminder's garden. However, there is scope to improve opportunities for children to move freely between indoors to outdoors, to allow them to play in their preferred environment. The childminder has some resources, such as books, which help children understand about differences in our society.

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

The childminder spends time with the children's parents in the early days finding out about their care and routine. She also asks about children's likes and dislikes and what their parents know about their current stage of development. Therefore, this helps promote a sense of security as they settle into her care. 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 toddlers when they indicate they would like to get onto a small tricycle. Drinks are always easily accessible to the children and the childminder reminds them to drink regularly. Therefore, they are learning the importance of frequently having fluids and keeping their bodies hydrated. The childminder provides the children with snacks, such as yoghurts and fruit and at lunch time she cooks a variety of hot meals. These meals typically consist of protein, such as chicken or fish, carbohydrates, such as sweet potato and fresh vegetables. Therefore, children's nutritional needs are effectively supported.

The childminder's home is clean and welcoming to children and their families. Most days children spend time outdoors, they exercise their bodies on walks in the local area and

actively play in open spaces at nearby parks. Consequently, they develop their physical skills whilst being in the fresh air. Children learn about appropriate hygiene routines as the childminder gives them support to wash their hands after using the toilet. The childminder carries out daily checks of the premises to ensure children are safe. For example, she checks that all chemicals are stored out of reach. The childminder reminds the children about how to keep safe. For example, she gently talks to younger children about waiting by her when she lifts them out of her car. The childminder talks to older children about road safety, including safe places to cross the road. Consequently, children are developing an understanding about their own safety and becoming independent.

Children's behaviour is good. The childminder manages any undesirable behaviour according to their age and stage of development. She is also aware of what triggers undesirable behaviour and steps in where necessary to prevent children from hurting one another. The childminder monitors what children like to play with and provides duplicates of the popular toys to avoid conflict. For example, she has two hobby horses, two plastic ducks and two small bicycles. The childminder encourages children to relate to and form attachments with other adults and children. For example, by attending play sessions at the local children's centre. These developing skills help to support children when they move onto their next stage, such as to another provider.

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

There is suitable capacity to improve outcomes for children and their families. Sufficient monitoring of the educational programmes ensures the childminder is able to deliver a variety of experiences that help children make satisfactory progress. The childminder has successfully addressed the actions and recommendations raised at the last inspection. This has had a positive impact on the monitoring of the children's learning, their understanding of the world around them and their safety. The childminder has identified some of her strengths and areas for improvement. For example, she shares she feels she needs to increase her confidence in using current guidance, such as the 'Development Matters in the Early Years Foundation Stage'. Parents are included in the self-evaluation process as the childminder verbally asks them to share their thoughts about the service she provides. The childminder has attended some short courses during her career, such as first aid. Therefore, she can provide appropriate care when the children are ill or involved in an accident.

The childminder has suitable understanding of safeguarding requirements. She is aware of who she needs to contact if she has any concerns and holds relevant contact details for her Local Safeguarding Children Board. Information for parents about who to contact if they have a concern is prominently displayed in childminder's kitchen. The childminder and her husband have completed appropriate vetting procedures. Welfare requirements and children's safety are sufficiently promoted as the childminder considers any potential risks to children on outings and she risk assesses her home. For example, she has assessed the potential risks to children in her back garden and taken action to minimise them.

Partnership with parents and carers are satisfactory. They are provided with some information about the service through the childminder's written policies and procedures. The childminder shares her observations of the children's development with their parents. Therefore, parents are kept informed. There are suitable arrangements in place to care for children with special needs and/or disabilities. The childminder is aware of the benefits of developing partnerships with other providers in the event of children attending more than one setting at any one time. Therefore, children can be provided with a consistent approach towards their education and care.

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	EY407466
Local authority	Coventry
Inspection number	875331
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	08/10/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

