

Inspection date	22/03/2013
Previous inspection date	01/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 show that they feel safe and secure with the childminder, who praises and encourages them in order to form secure bonds and to develop children's confidence and self-esteem. The childminder works closely with parents in order to get to know children well and to value them.
- The childminder has built good relationships with parents, and has cared for some families over many years. She is an experienced carer who keeps parents well informed about her practice and daily routines to support children's continuity of care.
- Children develop good independence and skills for their future learning because the childminder organises an accessible, safe and stimulating environment. Children are responsible and learn good self-care skills throughout well-organised routines.
- Children make good progress because of the effective way the childminder assesses where they are in their development and plans for their individual progress towards the early learning goals.

It is not yet outstanding because

- The childminder does not consistently use the information gained from observation and assessment to identify children's next steps in learning. Therefore, some children do not always receive the best possible challenges to promote optimum progress.
- During inclement weather, children do not have as many opportunities to explore in the garden.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke with the childminder, her assistant and the children at appropriate times throughout the inspection.
- The inspector observed activities and snack time in the playroom and the living room.
- The inspector observed the childminder interact with the children as they walked back to the setting after attending pre-school.
- The inspector looked at children's observation and assessment records, a selection of policies, the register of attendance and children's records.

Inspector

Karen Millerchip

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, who occasionally works as an assistant, in Eastern Green, Coventry. The whole ground floor of the house and the rear garden are used for childminding.

There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, Monday to Friday, from 7am to 6pm, except for family holidays. She holds a level 3 childcare qualification and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- extend the way observation and assessment is used to sharply focus on children's next steps in learning
- extend the opportunities for children to explore and investigate in the outdoor environment even when the weather is inclement.

Inspection judgements

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

Children choose freely from a good variety of toys and activities that promote all aspects of their learning and development and stimulate a range of different interests. The childminder has a good understanding of how to promote the seven areas of children's learning and of how children learn through play. Consequently, children are eager to 'have a go' and see how things work for themselves. For example, they become engrossed in caring for their 'baby' and confidently mimic adult actions. They use their imagination as they expand upon their ideas to support and develop their play. This means children develop good skills to support their future learning.

The childminder's purposeful interactions encourage and motivate the children and effectively promote their language for communication and thinking. Children also enjoy books, songs and rhymes throughout routines, which further encourages their language and literacy. Children are confident and very much enjoy expressing themselves in different ways as they take part in familiar action songs. Children access a variety of

resources and learning opportunities that develop their understanding of differences and similarities in each other and about different cultures and celebrations. They take part in various creative and messy play activities at the childminder's home and when they attend different groups. However, when the weather is inclement children do not have as many opportunities to explore and investigate in the garden.

The childminder works closely with parents and shares ongoing information regarding children's progress and achievements. This effectively involves parents, which enables them to further support and continue with children's learning at home. The childminder establishes links with local schools and pre-school groups in order to effectively communicate between settings and to support children's transitions. Children make good progress because of the constructive way the childminder observes and assesses their progress. However, the focus on the next steps in children's learning is not consistent so, at times, some learning opportunities do not provide optimum challenge. The childminder's effective systems of assessing children's progress mean she is able to prepare sound information to complete the progress check at age two. Children's progress within all areas of learning is successfully promoted because there is a good balance of child-initiated and adult-led activities. As a result, children are prepared well for school.

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

Children's well-being is purposefully promoted because of the way the childminder successfully promotes the prime areas of their learning and development within her planning. Children form close bonds with the childminder and are very comfortable and at home in her care. They demonstrate their feelings of security as they chat happily while they play, recalling events from home and pre-school. The childminder regularly shares information with parents regarding children's routines and home life. This enables her to plan to meet children's needs within her own routines, to help them to settle and to feel secure. It also means that the childminder is able to value and include the children within the setting by talking to them about events from home and family members. This helps children to form a strong sense of belonging in the setting.

The childminder's meaningful discussions help children to be responsible and well mannered and to consider the needs of others. They learn about staying safe as they regularly practise the fire drill. Pictures of a fire engine are displayed on the fire exit doors to support children's understanding of where to go in an emergency. When walking to and from pre-school, road safety is reinforced and children confidently follow safe routines as they listen for cars and look left and right before they cross the road. The childminder prepares children for different situations as she reads books that help to reduce any anxieties. These include topics such as fire safety and the inspector comes to visit.

Young children develop confidence and express themselves freely because of the way the childminder encourages their contribution to conversations and asks open-ended questions to extend their thinking. The environment is print rich so children learn that print carries meaning. Brightly coloured posters, including some in different languages and some that promote equality and diversity, are displayed. Toy boxes and storage units are brightly labelled with words and pictures, and number lines, shapes and colour are well

represented within the playroom. Children learn a variety of skills in a fun way as they measure their height against the handprints on the wall and then count how tall they are.

Children learn good self-care skills from a young age because the childminder encourages them to complete tasks for themselves. For example, the older children visit the toilet independently and they fetch their step to use to reach the sink to wash their own hands. Older children put on their own coats as they leave pre-school and show pride in their achievements. The childminder works hard to support children's independence and this prepares children well for the transition to the next stage of their learning.

Children regularly go for walks and visit the local park to use different large play equipment to challenge them further. This also provides good opportunities for children to explore the community and to learn about the world. The childminder agrees arrangements for meals with parents in order to ensure all dietary needs are met. Children develop relationships and friendships as they regularly meet with other children at different groups and settings.

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

The childminder is well organised and has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She has successfully addressed the recommendations from the last inspection. This means that all policies are accurate and up to date and relationships with other providers of the Early Years Foundation Stage are effective in promoting children's continuity of care. The childminder has a clear range of policies and procedures and places a high priority on promoting children's safety. She makes sure her home is safe and secure so that children do not come to harm. The childminder has a sound knowledge and understanding of child protection issues. She has attended training to update her skills and confidence. There is a clear safeguarding policy with the procedures she needs to follow if she has any concerns, and also guidance about the use of mobile phones and cameras. The childminder's partner works as an assistant and has completed all required checks to confirm his suitability. He is clear in his role and responsibilities and has completed a paediatric first aid course, which allows him to have sole care of the minded children for short periods of time. The childminder readily shares information with parents as to how to raise concerns, including details of how to contact Ofsted as the regulator. This promotes a safe and transparent provision for parents and children.

The childminder enjoys her work, which helps to create a warm and happy setting for children. She has clear aims to provide children with good care and learning opportunities. She successfully evaluates the provision for children in order to identify weaknesses and to plan for improvements. This ensures a good quality provision for children. She has attended further training to update her knowledge of new approaches to promote children's development.

The childminder works well with parents and develops very friendly and supportive working relationships. This promotes good continuity of children's care and their learning

and development. A good range of health and safety policies and procedures underpin the effective running of the provision and support children's well-being. The childminder keeps records to meet the requirements and to effectively promote children's welfare. She carefully checks her home and makes sure hazards to children are kept to a minimum. She provides a welcoming, safe and accessible environment where children are happy and confident in their 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 action. 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	224331
Local authority	Coventry
Inspection number	907739
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	01/05/2009
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, which are usually the childminder's 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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