

Inspection date	22/03/2013
Previous inspection date	13/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's safety and good health is protected well. The childminder identifies and successfully minimises risks in her home and on outings. Children are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.
- Children's social and emotional needs are well met by the childminder. Relationships are good and children are happy, settled and secure.
- Children make good progress because the childminder effectively observes and assesses their level of achievement. She is aware of, and plans in accordance with, their different interests as well as their stage of development.
- The partnerships with parents are effective. Information provided by parents enables the childminder to clearly identify starting points for learning. Parents are encouraged to be involved in supporting their children's learning and development so that they make good progress.

It is not yet outstanding because

- The development of children's very good speaking skills is not fully maximised because the childminder does not always ask the children open-ended questions when she talks with them.

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 observed activities as children played in ground floor play rooms.
- 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 and children at appropriate times throughout the inspection.

Inspector

Jan Burnet

Full Report

Information about the setting

The childminder was registered in 2000. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a residential area in Coventry. The whole of the ground floor of the childminder's house is used for childminding and also a first floor bathroom. There is a fully enclosed garden used for outside play. The family has a dog.

There is currently one early years child on roll and one child aged over eight years. The childminder cares for children all year round, all day Monday to Friday. She walks with children to and from a local school.

What the setting needs to do to improve further

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

- extend children's language development with the use of more open-ended questions that have different possible answers.

Inspection judgements

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

The childminder has a good knowledge and understanding of learning and development requirements. During each child's induction the childminder obtains good detail on care needs and on the child's stage of development. Therefore, initial assessments are effective because information from parents on what their child already knows is used to inform next steps planning. Observations are recorded and the childminder tracks children's progress against the 'Development Matters in the Early Years Foundation Stage' guidance. Children make good progress because the childminder provides activities and resources in accordance with their interests, as well as their stage of development. Consistency for children between the childminder and home is addressed well. Children do not currently attend any other early years provision, but the childminder is aware of the importance of working together to ensure consistency of care and learning. Following discussions with parents, when necessary she provides them with the Early Years Foundation Stage progress check at age two.

Children enjoy easy access to their favourite toys, and these are currently role play resources. They care for and talk to dolls as if they are babies and copy older children as they use a doctor's kit and pretend that dolls are patients. Children's language is developing well and is generally promoted effectively by the childminder as she talks with

them. Children use simple sentences and speak confidently. However, the childminder does not consistently extend their thinking and speaking skills because her questioning is sometimes closed. There are times when she answers her own questions before a child has the opportunity to do so. Children enjoy singing, using musical instruments and moving to music. A box of props aids children in deciding which songs they would like to sing with childminder. For example, ones that represent 'the wheels on the bus' and 'a dingle dangle scarecrow'. Children particularly enjoy pretending to be 'little bunnies sleeping'.

Books are easily accessible and they are appropriate for children at different stages of development. Books for young children promote their senses effectively because they contain different textures and sounds. Children confidently approach the childminder with books that they would like to look at with her. They explore the texture and make marks in paint, gloop and dough with tools and with their fingers. Children demonstrate good skills as they use the touch screen on the computer. They use the tip of their finger to choose a colour at the top of the screen and then draw circular shapes and 'wiggly' lines with their finger. Manipulative skills are practised with the use of jigsaw puzzles and shape sorters. Children count and are encouraged by the childminder to recognise and name shapes and colours as they play. Mathematical language is promoted well by the childminder. For example, children talk about empty and full containers when they play with sand and water. Children develop physical skills and confidence because the childminder provides large equipment that challenges them effectively.

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

Children are settled, happy and confident, and the relationship between the children and the childminder is very good. Their emotional security begins with a planned settling-in procedure agreed with parents. They enjoy the involvement of the childminder in their play and she offers good support. The childminder is aware of the importance of preparing children for their transition into other early years settings and reception class in school. To this end, children socialise with other adults and children at groups. Positive reinforcement is given a high priority in managing children's behaviour in order to promote their self-esteem. Children learn to share and take turns. Children's independence is promoted well by the childminder because can choose and select resources for themselves from well-organised storage.

The childminder ensures that her home is warm and welcoming for children and their parents. Children's well-being is addressed well because the environment is healthy and safe. The childminder teaches children how to keep themselves safe, for example, they learn how to cross the road safely and they practise the fire drill. Children's physical development is fostered effectively. They enjoy outdoor play in the garden throughout the year and they learn about appropriate clothing. The childminder informs parents that, 'There is no such thing as inappropriate weather, just inappropriate clothing'.

The childminder makes sure that she is aware of children's individual care needs. For example, admission information includes good detail on dietary needs and any medical

conditions. Children's well-being is addressed well and parents are provided with clear information on safety, illness and accidents. The childminder uses her food hygiene knowledge effectively to protect children's health. 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.

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

The childminder successfully identifies and minimises risks in her home, garden and on outings. She is fully aware of her responsibilities to safeguard children. Necessary checks for the childminder and her husband 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. She makes sure that her safeguarding knowledge is kept up to date.

The childminder successfully monitors the education programmes. Her knowledge of the Statutory Framework for the Early Years Foundation Stage and the 'Development Matters in the Early Years Foundation Stage' guidance is good. She uses her knowledge, skills and experience, and the support and advice offered by development workers and other childminders to review and improve her practice. Consequently, children make good progress. The childminder's current priority for improvement is to find different places of interest to visit with the children, and to extend the variety of food that she provides that is from different parts of the world. She regularly reviews her documentation and she seeks advice from the local fire safety officer in order to ensure the best safety practices. Resources are well organised and are maintained in a good state of repair. Required documentation is kept up to date and in good order.

Information provided for and obtained from parents is good and includes a full range of written policies and procedures that successfully reflect the ethos of the provision. Parents are well informed about their children's achievements and progress and the childminder seeks their views about how the provision can improve. She is fully 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 is aware of the importance of establishing links with other early years providers to ensure continuity of care and 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
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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 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	224274
Local authority	Coventry
Inspection number	907809
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	13/02/2009
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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