

<b>Inspection date</b>	19/03/2013
Previous inspection date	13/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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How well the early years provision meets the needs of the range of children who attend		3
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The childminder works closely with parents to understand children's individual needs. This enables her to value and include children within the setting.
- The childminder praises the children and encourages them to be independent. This promotes children's confidence and self-esteem and means they develop suitable self-care skills.
- Children choose from a suitable range of toys and resources which help to support them to make satisfactory progress in their learning.

#### **It is not yet good because**

- The childminder does not yet make full use of the observations and assessments that she gathers to sharply focus on children's next steps in their learning.
- The childminder does not maintain accurate records of attendance. Therefore, children are not fully safeguarded.
- Self-evaluation is not sufficiently robust to effectively identify clear priorities for improvement, so that the drive for improvement is strengthened and children's levels of achievement are raised over time.

## 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 the childminder engaged in a range of indoor learning activities, play and daily care routines with the children.
- The inspector spoke with the childminder and children during the inspection.
- 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

Karen Millerchip

## Full Report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 13 and eight years in a house in Radford, Coventry. The whole of the ground floor, the first floor bathroom, additional toilet and hand washing facilities off the outdoor play area and the rear garden are used for childminding. The family has a pet cat. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds a Level 3 early years qualification.

### What the setting needs to do to improve further

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

- maintain an accurate record of attendance that clearly shows the hours that children attend the setting.

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

- extend the self-evaluation process to effectively identify clear priorities for improvement so that the drive for improvement is strengthened to support children's achievements over time
- extend the way in which accurate observations and assessments are used, in order to provide a sharper focus on planning for children's next steps in their learning.

## Inspection judgements

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

Children enjoy a suitable range of experiences and opportunities that are suitably planned to help them make suitable progress in all areas of their learning and development. However, the childminder has yet to embed the methods she uses for planning, observation and assessment in order to place a sharper focus on planning for individual children's next stage in learning. Nevertheless, children make satisfactory progress because the childminder gathers some information from their parents about their starting points, interests, needs and progress and uses these to offer appropriate learning experiences. Children are developing some of the skills that will help prepare them for the next stages in their learning, for example, they are learning to listen and problem solve. The childminder has begun to share children's individual progress records with their parents so that they can help support learning in her setting and at home.

Children are interested in their environment and motivated to learn because of the support and guidance offered by the childminder. She is friendly and approachable and children are gaining confidence in their surroundings. Their independence and freedom of choice is enhanced because a variety of toys and equipment are stored in ways that they can easily access. Younger children explore treasure baskets that contain natural and man-made resources. One young child gazed in wonder at two metallic bangles that she had placed on her arms and reflected the light. Toys and resources that develop children's knowledge and understanding of similarities and differences in people are readily accessible. Children initiate some of their own play and happily engage in conversations. They ask questions, respond to instructions and are keen to talk about things that interest them.

The childminder shows children that their contributions are valued by actively listening to what they have to say and commenting appropriately. She effectively models turn taking in conversation, and extends children's vocabulary and enjoyment of language through the use of nursery rhymes and books. During creative play, the childminder introduces colour, shape and number and, while older children correctly name the colours; younger children repeat the words and sometimes make a guess. Children's learning is extended as they design models using coloured paper and glue to reflect what they have learnt during earlier play.

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

Children are happy and content. They benefit from flexible settling-in arrangements that help them adjust to their new surroundings at their own pace. They are confident and self-assured and are developing warm relationships with the childminder and her family. Children's individual care needs and routines are known and met through regular dialogue with their parents, and they are at ease in her home. Children are starting to develop positive attitudes towards healthy eating. They are provided with nutritious food, and conversations at mealtimes and during play help to raise their awareness of healthy and unhealthy foods.

Children benefit from a welcoming indoor environment. There is plenty of room for play, and, as a result, children move freely and confidently. The childminder plans to use the

garden on a regular basis and take the children on outings, ensuring that they enjoy fresh air, gain increased physical skills and learn about the importance of exercise. Resources are of good quality and safe, and all areas of the childminder's home are clean and well maintained. Children learn about safety through every day routines and practices. They are reminded to be careful during play and are learning to show care and respect for people and property. However, accurate attendance records are not maintained to ensure that children's well-being and safety are given the highest priority at all times. The childminder uses consistent strategies and appropriate explanations to help children understand what is acceptable behaviour and develop good manners. They behave well and are kind to one another.

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

The childminder has a suitable understanding of the Statutory Framework for the Early Years Foundation Stage. She has devised a range of written policies that generally support the safe and efficient management of her provision. These are shared with parents, suitably reflect her practice and include how she manages the use of mobile phones and cameras in her home and how a no smoking policy is implemented. However, although a record of attendance is maintained, it does not reflect children who attend before school or those that are taken to pre-school. As a result, children are not being fully safeguarded by the robust implementation of all the legal requirements of both the Early Years Foundation Stage and the Childcare Register. The childminder demonstrates a sound knowledge of the possible signs and symptoms of abuse and is aware of her responsibility to protect children and record and report any concerns. She ensures that her home is safe and secure and a range of safety precautions are in place. For example, thorough and reviewed risk assessment records are maintained and smoke alarms are fitted on each floor of her home. All adults living on the premises are suitably vetted and children are only released into the care of authorised individuals. The childminder works closely with another childminder and they often attend groups together. Therefore, children are learning to socialise and meet new friends which will help them as they move onto school.

The childminder demonstrates a satisfactory capacity for improvement. She is keen to enhance her professional development and has attended a variety of relevant training courses. For example, she has attended training in relation to food safety and safeguarding. Self-evaluation is developing, although, strategies for accurately monitoring planning and assessment and ensuring all legal requirements are fully met are not yet robust enough to be fully effective.

The childminder has addressed the recommendation made at her last inspection. She has developed liaisons with other providers of the Early Years Foundation Stage and other professionals to support children's welfare and help them reach their full potential. For example, she shares a diary with the staff at a local nursery that a minded child also attends, and together they discuss appropriate information in order to promote continuity in care and learning. The childminder has a very positive attitude towards supporting

children who have special educational needs and/or disabilities. She works closely with parents and other professionals to ensure each child is supported to make progress in their development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure a record of the names of the children being cared for on the premises and their daily hours of attendance are accurately maintained.(compulsory part of the Childcare Register)
- ensure a record of the names of the children being cared for on the premises and their daily hours of attendance are accurately maintained.(voluntary part of the Childcare Register)

## 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

<b>Unique reference number</b>	EY430563
<b>Local authority</b>	Coventry
<b>Inspection number</b>	908921
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/01/2012
<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, 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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