

Inspection date	15/05/2013
Previous inspection date	14/11/2008

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's social and emotional needs are well met by the childminder. She builds secure relationships with the children and knows exactly when they need support. For example, on the arrival of visitors into her home.
- During the settling-in period the childminder obtains clear information from parents on their child's current stage of development. In order for them to reach the next stage in their learning she uses her assessments to plan challenging experiences. Consequently, children are making good progress in their learning.
- The childminder provides safe areas for children to play, both inside and outside. They are fully safeguarded because the childminder is fully aware of her responsibilities in the event of a concern about a child in her care.

It is not yet outstanding because

- The childminder does not always maximise opportunities for children to become fully independent and do things for themselves.
- There is scope to improve the opportunities for children to learn to be polite and use their manners, for example, by using expressions, such as 'please' and 'thank you'.

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 in the childminder's home and garden.
- The inspector spoke with the children's parents.
- The inspector spoke with the childminder and her co-childminder at appropriate times throughout the inspection.
- The inspector looked at children's records, the childminder's self-evaluation document and a selection of policies and procedures.

Inspector

Hayley Lapworth

Full Report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter, who is her co-childminder, and her daughter's boyfriend. They live in Courthouse Green in Coventry. The childminder uses the downstairs area for childminding and the upstairs bathroom. She takes the children to activities in the local community and drops off and collects children from local schools. The childminder cares for children with special educational needs and/or disabilities.

The childminder currently has 18 children on roll, 12 of whom are in the early years age group. Children attend on a full and part-time basis. The childminder operates each week day, from 7.30am to 6pm. She works all year round except for holidays that are discussed with parents in advance.

What the setting needs to do to improve further

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

- maximise opportunities for children to become fully independent by: encouraging them to do more for themselves, with specific reference to helping to find resources they want to play with
- encourage children to be polite and use expressions, such as 'please' and 'thank you' at every opportunity.

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. Parents initially provide good detail on their child's stage of development so that the childminder can plan effectively for future learning. Observations are electronically recorded by the childminder in order to track children's progress against the 'Development Matters in the Early Years Foundation Stage' guidance. Children make good progress because the childminder challenges them effectively in accordance with their interests as well as their stage of development. This also prepares them well for their next stage in learning, such as school, when the time arises. Parents are fully encouraged to be involved in their child's learning. They have access to information about their child's current stage of development and what they need to do next to progress in a timely manner. For

example, as soon as the childminder inputs text into their children's electronic learning journals, their parents can access the information immediately. Alternative arrangements are also effective for parents who do not have access to online facilities. On a daily basis the childminder also talks to the parents as they arrive in the morning and collect their children in the evening. She is aware of the requirement to provide parents with a progress check at age two and completes these as and when necessary. Therefore, the parents and health professionals can be fully informed.

Children's independence, overall, and self-confidence are successfully promoted by the childminder. For example, they are encouraged to select resources for themselves from well-organised storage in a designated playroom. Therefore, they make many choices for themselves about what they would like to play with, and are confident in their environment. However, at times, the childminder does not fully promote their independence in some areas. For example, if children want to play with a certain toy and they cannot immediately find it, the childminder quickly steps in and finds it for them. The childminder involves the children in small groups to play games, such as picture lotto. She praises them for identifying their card has the same picture as the one she is holding. She also asks them questions that make them think. For example, she asks 'what can you see on this picture card'. Consequently, they are confident in relating to adults and speaking out in small groups.

Children develop confidence and physical skills because the childminder provides regular opportunities for children to play outdoors. They often free flow between the inside and outside area. Children express thorough enjoyment as they spin a large rubber spider in a cement mixer and ride on small bikes. Many opportunities are also provided for children to learn about how things work and the world around them. For example, they have opportunities to use water pumps and talk about how it works. They also are involved in gardening, planting seeds and tending to shoots and plants, such as sunflowers and tomatoes. These developing skills help to prepare the children in readiness for school.

Children's personal, social and emotional development overall is successfully enhanced. The childminder and her co-childminder are very attentive towards children's needs and changes in their moods. For example, they are readily available to comfort children if they get hurt or are upset. The childminder also acts as a good role model. For example, when she addresses the children she is always very polite and uses her manners. However, opportunities for children to learn to use their manners are not always fully maximised. For example, the childminder does not always encourage the children to say 'please' and 'thank you' at snack time.

Inclusion is fully promoted as the childminder monitors children's engagement in the activities. Secure arrangements have been established to work alongside other professionals. Consequently, children with special educational needs and/or disabilities are fully included in the life of the setting.

Children are very settled and happy in the childminder's home. They share warm relationships with the childminder and often approach her for reassurance or a cuddle. Children's emotional security is initially addressed well because the childminder spends time with the children's parents during the settling-in period. She finds out about their care needs including any comforters they use, their preferences for play and if they have any fears. Consequently, from the outset she can provide care tailored towards their needs. The childminder ensures that children are well prepared for their transition into other early years settings and Reception class in school. They socialise with other adults and children when the childminder takes them on outings, for example, to play at another childminder's home or at local groups. The childminder helps children to behave well by recognising their achievements. For example, she praises them for sitting nicely at the snack table. The impact of inappropriate behaviour on themselves and others is explained to children and they learn to share and take turns.

The childminder's home is very clean, warm and welcoming to the children, their parents and visitors. Children's good health is also addressed well and children are learning how to keep themselves safe. For example, they practise the fire drill with the childminder and are reminded about how to sit safely on stools at the meal table. Information on the childminder's good practice with regard to illness and accidents is shared with parents. For example, they are made aware of exclusion periods and reasons they may not attend, for example, when their children are poorly. Every day, children are encouraged to spend good amounts of time outdoors. They exercise their bodies by running around in open spaces and playing on large equipment, such as climbing frames. The childminder supports children well to manage their own hygiene and personal needs. They also learn about how to prevent the spread of infection through conversations about 'getting rid of germs'. The childminder addresses their health needs successfully by providing healthy and nutritious food. For example, at snack time they enjoy grapes, bread sticks and bananas. The main meal of the day includes a balance of carbohydrates, proteins and vegetables.

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

The childminder is fully aware of the requirements within the Statutory Framework for the Early Years Foundation Stage. She uses this and the 'Development Matters in the Early Years Foundation Stage' guidance very well. Consequently, this ensures she monitors the educational programmes effectively and children make good progress. The childminder has built strong relationships with the children's parents. They enthusiastically share with the inspector during the inspection that they are very happy with the whole of the service. They especially appreciate the childminder's warm approach towards their children and the variety of activities they are involved in. Parents comment that their children's skills in language and communication have developed significantly since they have been with the childminder. The childminder is aware of the benefits of links with other early years providers in order to ensure continuity of care and learning for children.

There is good capacity for improvements that will benefit children and their families. At the previous inspection one action and one recommendation were raised. Both of which have been successfully addressed. This has had a positive impact on children's health and the monitoring of the service. The childminder objectively looks at her strengths and areas for improvements. For example, she feels there is a gap in her knowledge and would like to know more about children's mental health. The childminder is accepting towards support offered to her by her local authority development worker. The childminder requests feedback from parents on the service she provides. Therefore, this helps her to identify where change may be necessary to improve outcomes for children and their families.

The childminder ensures that the play environment is safe and secure and all resources for indoor and outdoor play are in good condition. She is aware of her responsibilities with regard to safeguarding children. Necessary checks for family members have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and her Local Safeguarding Children Board procedures. The childminder keeps her safeguarding knowledge up to date by attending training and completing electronic training modules supplied by her early years advisors.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY270706
Local authority	Coventry
Inspection number	872743
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	14/11/2008
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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