

## Inspection date

Previous inspection date

24/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

Previous inspection:

Not Applicable

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 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- The childminder has not informed Ofsted of all adults living on the premises. Consequently, children are not fully safeguarded.
- The childminder does not maintain a written record of the children's attendance. Therefore, this compromises children's safety.
- Arrangements for sharing information with other early years settings children attend are not effectively implemented to ensure continuity of children's learning and development.
- The childminder does not always encourage young children to wash their hands after using the potty. Therefore, they are not consistently learning skills in self-care and the spreading of germs is not always effectively minimised.

### It has the following strengths

- The childminder plays alongside the children, she intervenes in their play and offers support at appropriate times to enhance their learning.
- The childminder has developed suitable partnerships with the children's parents; she shares information with them about their child's recent achievements.

## 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.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at records of the children's learning and 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 partner and their two children aged four and one year. The family live in a residential area in Wyken, Coventry. The childminder mainly uses the downstairs of her premises for childminding. There is also a fully enclosed garden for outdoor play. She takes children to activities in the local community and drops off and collects children from local schools. The childminder currently has four children on roll, three of whom are in the early years age group. Children attend on a part-time basis. The childminder operates each weekday between approximately 8am and 6pm. She opens all year round except for holidays that are discussed with parents in advance.

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

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

- keep a daily record of children's hours of attendance
- work in partnership with other early years providers by ensuring a regular two-way flow of information to maintain continuity in children's care, learning and development.

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

- fully extend hygiene practises to ensure all children, including those who are toilet training, wash their hands at all times.

## Inspection judgements

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

Children are settled and happy in the childminder's home. They enjoy being with children of a similar age and play cooperatively together most of the time. The childminder is aware of some of the children's interests and plans activities according to their age and stage of development. The childminder has suitable understanding of the educational programmes and the seven areas of learning. Therefore, children have access to planned, purposeful activities that support their development. She is beginning to observe the children's learning and make assessments of what they can do and identify what they need to do next. Therefore, they are making satisfactory progress in all areas of their

learning. The childminder keeps the parents informed about the types of play the children have been involved in. For example, she talks with them at the end of each day and shares photographs of their children engaged in a variety of activities.

Children are making some progress in their personal, social and emotional development. The childminder knows the children in her care well and is aware of those who at times are a little timid. She supports them by helping them to make new friends and socialising with others. For example, older school children and younger children are encouraged to talk and spend time together, forming relationships. The childminder sits in close proximity to the children and supports them as they play. She helps them to pour out bricks from a toy box and separate the bricks into piles of different colours. For example, the childminder names the colour of a brick and encourages the children to repeat the colour and find another brick that is the same. Therefore, they are gaining skills in sorting, matching objects and learning the names of colours. Children can select resources for themselves from some low-level storage. They confidently move from one activity to another exploring their environment. For example, they move from sitting and singing with the childminder to the toy work bench. Therefore, they are becoming confident in their surroundings and independent in making choices for themselves.

Children's language development is suitably fostered through regular conversations during every day routines. For example, the childminder often talks to the children about what they are doing and what they need to do next. For example, she tells them when it is time to tidy up and how they can help put the toys away. The childminder introduces children to fun action songs and rhymes that they thoroughly enjoy. For example, they fully engage in singing 'Wind the bobbin up' and 'Baa, baa, black sheep'. Children choose the songs they would like to sing by looking at picture cards on a large metal ring. They flick the cards over carefully looking for the picture of the song they would like to sing. All children are invited to choose a song, which ensures they are all valued and included. Pre-school children also have opportunities to learn letter sounds and write their names. Therefore, they are learning skills in literacy, in readiness for moving onto school.

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

Children of all ages are suitably encouraged to develop a healthy lifestyle. They have opportunities to fresh air and exercise in the childminder's garden and through walks in the snow. The childminder has suitable knowledge of children's nutritional needs and she provides food accordingly. Snacks include fresh fruit, such as bananas and kiwi. Parents provide their children with packed lunches which are stored appropriately. The childminder discusses with parents foods that are good to put into lunch boxes. For example, she suggests foods, such as fruit and cheese sticks. Children are beginning to learn about the importance of hygiene through daily routine hand washing. For example, prior to eating the childminder supports children to wash their hands talking to them about why it is important to do so. Therefore, at times they learn about self-care and how to prevent the spread of germs. However, these procedures are not consistently applied as children are not encouraged to wash their hands after using the potty. Therefore, they are not getting a consistent message about self-care and the spread of infection is not always minimised.

Children's behaviour is generally good; they play cooperatively alongside one another most of the time. The childminder consistently implements her handling children's behaviour policy and helps children to learn right from wrong. For example, she intervenes at the earliest opportunity when they squabble over the most popular toys and explains about not hurting one another. She also creates opportunities to encourage the children to share the toys and take turns. For example, when they sit together to sing she explains to them about sitting nicely and waiting for their turn after their friends. The childminder also praises them regardless of how big or small their achievements may be. For example, she praises them for trying to sing along with her and for putting the toys away.

Children are settled in the childminder's home because their parents are invited to spend time with them getting to know the childminder at the onset of care. Parents are encouraged to share information on their child's likes and dislikes and their interests. Consequently, the childminder is able to provide care tailored to their individual needs. Through spending time with other children and adults, the children are encouraged to form relationships and attachments. These developing skills help to support children when they move onto their next stage, for example, to another provider or onto school.

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

The childminder has some understanding of the learning and development requirements, although she lacks in her understanding of some parts of the welfare requirements. As a result, children are not fully safeguarded. This is because the childminder has not kept Ofsted informed about all adults living on the premises. Furthermore, she does not always maintain a record of the children's attendance in accordance with the Early Years Register and both parts of the Childcare Register. Therefore children's safety and well-being is compromised. The childminder is aware of who she needs to contact if she has any concerns about a child in her care. She 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 on the parent's noticeboard in the rear lounge. The childminder risk assesses her premises and considers any potential risks on walks and outings. For example, she has assessed the potential risks to children on the walk to and from school. Consequently, children's safety on such outings is enhanced.

Suitable arrangements are in place to improve outcomes for children and their families. The childminder has identified some of her strengths and any areas for improvement. However this is ineffective as the safeguarding requirements are not fully met. As a result of her self-evaluation she feels she needs to increase her confidence in assessing children's learning and identifying what they need to do next. To address this, the childminder is seeking to access a training course provided through her local authority. Parents are asked to share their thoughts about the service the childminder provides. Therefore, their thoughts are known and their wishes can be considered.

Suitable arrangements are in place to promote partnerships with parents. All children and their families are suitably included in the life of the setting. This is because at the onset of care they are provided with some written information about the service through the

childminder's written policies and procedures. The childminder records her observations on children's development in their learning journeys and shares this with their parents. Written comments taken from parental questionnaires express they are happy with the service. They especially appreciate that their 'children are always cooking and painting' and that the childminder 'shows a genuine interest in their children'. Basic arrangements are in place to liaise with other providers where children attend more than one setting. However, this is in the very early stages and does not fully promote consistency towards children's education and learning.

### 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:

- inform Ofsted of any changes in circumstance (no later than 14 days after the change occurs)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance
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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

<b>Unique reference number</b>	EY412212
<b>Local authority</b>	Coventry
<b>Inspection number</b>	779116
<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>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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