

Inspection date	23/05/2013
Previous inspection date	21/01/2013

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		1
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 are highly motivated to explore and learn. They choose from an exciting range of indoor and outside activities that successfully promote their all-round learning and development.
- The childminder has a superb knowledge and understanding of how children learn and develop, she carefully observes to assess their skills and interacts very effectively to support their learning.
- Children form secure attachments and have an excellent sense of belonging, as they are hugely valued by the childminder. Older children contribute greatly, supporting younger children during their play and in turn they learn responsibility and tolerance.
- Relationships with parents are highly effective. They are fully involved in the care and learning of the children, which ensures that children receive exceptional support and consistency in their learning and development.
- The childminder makes sure that her home is well-organised so that children can easily select resources. This helps them grow in confidence and independence.

It is not yet outstanding because

- There is scope to improve children's understanding and appreciation of healthy eating through involvement in practical tasks at meal and snack times.

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 taking place in the lounge and dining room.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.

Inspector

Hazel White

Full Report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and both parts of the Childcare Register. She lives with her husband, adult child and 14 year old child in a residential area of Coventry close to the City Centre. The family has a cat. The childminder mainly uses the downstairs of her premises for childminding and the bathroom upstairs. 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 14 children on roll, of whom, three are in the early years age group. Children attend on a full and part time basis. The childminder operates each weekday between approximately 7am until 6pm, all year round, except for holidays that are discussed with parents in advance. The childminder has a Bachelor of Arts (Honours) degree in Childhood and Youth Studies.

What the setting needs to do to improve further

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

- improve children's understanding of healthy eating, for example, by encouraging them to become more involved in the preparation and serving of meals and snacks.

Inspection judgements

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

The childminder has an excellent understanding of the Statutory Framework for the Early Years Foundation Stage. She uses her extensive knowledge to effectively plan activities that successfully promote individual children's learning. This ensures that children thoroughly enjoy interesting activities and a wide range of experiences. Regular assessments of children's progress are very well documented and consistently shared with their parents. Each child has an attractively presented, well-organised individual learning journey, which includes photographs of them fully engaged in their play. This enables parents to become fully involved in children's learning. In addition, the childminder provides detailed information about activities children take part in and also makes suggestions about how parents can support their children at home. For example, parents have a list of popular songs so that child can enjoy singing them with their own family. This significantly contributes to their learning.

The childminder makes very good use of the 'Development Matters in the Early Years Foundation Stage' guidance, to track children's development. This ensures teaching focuses on individual children's interests and the next steps in their learning. As a result,

children make rapid progress in readiness for school. The quality of teaching is outstanding. The childminder gives excellent priority to the prime areas of learning, such as, personal, social and emotional development, with children under three years of age. Younger children are growing in confidence and self-esteem at a great speed. The childminder consistently offers praise and encouragement to children for 'having a go', such as, completing jigsaws and building tracks. She treats older children as mature individuals, giving them responsibilities and hugely valuing their contributions. For example, they support the younger children in team games and hold their hands on the school run. They respond to these roles with great enthusiasm and take great pleasure from being the 'childminder's helpers'.

The childminder effectively uses the progress check at age two to identify when early intervention may be needed. This helps to ensure that children receive the appropriate level of support. The childminder skilfully follows the children's lead in their play, which encourages their natural curiosity to learn. Play is adapted according to the child's ability so that all are provided with very good challenges to make the very best possible progress. For example, young children have tremendous fun cutting out their favourite characters from a book and gluing them onto paper before displaying them on the window for all to see. This supports their fantasy play well. School aged children make a 'throne book' because they have an interest in Kings and Queens. They design impressive crowns and jewellery using art and craft materials, such as, paper mache. They think about what they would do if they were a monarch for the day. This supports their imagination well and enables children to express their own ideas.

Space is well organised and resources are exceptionally well deployed. The childminder monitors children's interest in the resources that are on offer and suggests a change when they begin to lose focus. Therefore, they are continually motivated and involved in activities, which capture their interest. Children become skilful communicators, who fully understand the importance of listening attentively and taking turns in speaking. Toddlers sit on the childminder's knee to listen to their favourite stories. They enthusiastically join in, repeating familiar phrases about 'a naughty dragon'. This very effectively promotes children's love of book and early literacy skills. Children build with a variety of construction sets. For example they carefully join pieces of a train track together and persevere until they get the magnet in the right place to connect the carriages. They build towers using bricks and learn to recognise numbers as they play the 'springy spider game'. Therefore, children are learning excellent mathematical skills in a fun way.

Children develop a superb understanding of the nature and the world around them. They see lovely displays of people from all walks of life and play with resources which represent diversity in a positive way. Children visit places of interest in the local community. They thoroughly enjoy feeding mallards, swans and herons and learn about the life cycle of a frog. Children also learn about those less fortunate than themselves. For example, they are involved in sponsoring a child from Africa. They learn about how life differs in Africa to their own country. Therefore, children develop a very good understanding of the wider world.

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

Children's emotional development is effectively promoted as they develop secure, trusting relationships with each other and the childminder. They are cared for in a homely and welcoming environment. The childminder is kind and caring and establishes close relationships with the children, spending time interacting with them supportively. For example, she holds toddlers close, to comfort them when they are tired and they are clearly comfortable in her nurturing care. The childminder makes sure she finds out about children's preferences and their daily routines by gathering good information from parents to ensure that she can organise her day around the children's familiar routines and preferences. As a result, children feel safe and develop high levels of confidence. Good settling-in procedures tailored to each child's needs means the transition between home and the childminder's home is a positive experience.

The childminder's home is well-planned out to ensure that children have easy access to the broad range of resources which help them to make rapid progress in all areas of their development. She acts as a positive role model, promoting children's good behaviour and manners. Children learn about the possible consequences of their actions, which helps them to know the difference between right and wrong. Consequently they play cooperatively together and learn to take turns. Children are keen to display their art work for all to see and are very proud of the comments they receive for their achievements. As a result, they display high self-esteem.

Children enjoy a variety of nutritious lunches and snacks. However, opportunities to explore their understanding of healthy eating are not fully extended because they are not consistently involved in the preparation and serving of food. Children demonstrate good independent self-care skills, as the childminder encourages them to feed themselves, open lids and pour water. The childminder offers guidance and support to help them learn sensible hygiene routines to prevent the spread of germs. Children's safety is given extremely high priority and children are effectively supervised at all times. For example, on the school run, very young children are either in, or holding onto, the pushchair. All of the other children hold hands and walk together in front of the childminder, always staying within her sight. The childminder ensures her premises are secure to ensure that children play in a safe environment. Children are learning how to manage their own safety. For example, the evacuation plan has been practised so that children are familiar with what to do in an emergency.

Children enjoy outdoor play, which effectively promotes their physical development. The childminder makes good use of local venues, such as, parks, to extend the options for physical play so that children benefit from fresh air and exercise. Young children are introduced to larger group activities when visiting local play sessions. These activities help to prepare them for the transition to pre-school.

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

The childminder has a very secure awareness of her responsibilities with regard to protecting children from abuse. She has attended training and has a clear understanding

of the procedures to follow in the event of any concerns about a child in her care. The policy is effectively shared with parents, so that they also have a good understanding of the childminder's role in keeping children safe from harm. All adults living on the premises complete Disclosure and Barring Service suitability checks. This means that they are vetted appropriately. Children are well supervised and areas used by the children are effectively risk assessed to enable them to move around the premises freely and safely. The childminder meets all regulatory requirements, such as, keeping records of children's details and carrying public liability insurance.

The childminder has an exemplary knowledge of the learning and development requirements and how children learn, to help them make excellent progress. She has a very good overview of the curriculum and ensures a broad range of experiences. The childminder uses Development Matters in the Early Years Foundation Stage guidance exceptionally well to ensure any gaps in children's learning are noted in order to act promptly. She effectively understands how to complete the progress check at age two with parents, to review children's progress and how the summary can be shared with other professionals. Planning is regularly reviewed to ensure all areas of learning are included, with a clear emphasis on the prime areas that are most important for young children. As a result, children are superbly supported to make the very best progress in their development.

The childminder has a wealth of experience in caring for children and is a well-established childminder. She places a high emphasis upon her own professional development, attending many short courses. In addition the childminder has a Bachelor of Arts (Honours) degree in Childhood and Youth Studies. All of which, positively impacts upon the high quality service that she provides. The childminder demonstrates a drive for improvement and, through evaluation, identifies areas for development. This enables her to set appropriate targets to continuously improve learning opportunities for children. The childminder has chosen to complete the Ofsted self-evaluation form and the views of parents and the older children are included. For example, they are asked to share their thoughts about the service which the childminder provides. The childminder is very popular with local families and is often very busy. The childminder always operates within required ratios. She ensures that the care of the older children does not adversely affect the care of the younger children.

The childminder has a positive attitude towards treating children, and their families, as individuals. She actively promotes equality for all, ensuring that all children and their families feel welcome and included in the life of the setting. Information sharing between settings when children attend more than one provision is strong. Care and learning needs are thoroughly discussed to help ensure that children benefit from continuity of care and consistent learning experiences. The childminder has very good partnership with parents. They receive a wealth of both written and verbal information, which gives a summary of the activities their children have taken part in, as well as information about their learning and personal care. Daily text messages and emails further reassure parents about their children being settled with the childminder. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. Their comments include, 'The childminder has truly taught me ways in which to improve my child's all

round development' and 'We continue to value the highly professional and safe service that the childminder offers our family'.

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	EY252879
Local authority	Coventry
Inspection number	906749
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	21/01/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

