

Inspection date

28/06/2013

Previous inspection date

20/01/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder makes sure that her home is safe and well organised so that children can easily select resources for themselves. This helps them grow in confidence and independence.
- Children are very settled with the childminder and form warm relationships with her through the gradual introduction they have into her care. Consequently, they feel safe and secure.
- Partnerships with parents are established and they are happy with the care provided. Daily communication between the childminder and parents ensures they are kept informed of their child's day, any progress and achievements.

It is not yet good because

- The childminder does not consistently use information gained through observations of the children to full effect to plan for their individual needs, interests and stages development. As a result, children do not make the best progress they can.
- There are few opportunities for babies and young children to make marks and explore their senses because resources to promote this area of learning are limited.
- The childminder's practice with regard to promoting children's understanding of equality and diversity is not promoted as well as possible. Children are not provided with sufficient opportunities to learn about their community, similarities and differences, therefore, exploring their understanding of differences and celebrating uniqueness.

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 compulsory part 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.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.

Inspector

Tracey Boland

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and three children aged five, 11 and 17 years in a suburb of Coventry. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed rear garden for outdoor play. The childminder visits the park on a regular basis.

There are currently four children on roll who are the early years age group and attend on a part-time basis. The childminder operates all year round from 8am to 5pm, Monday to Friday, except for family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- make consistent use of the information gained from observations about children's individual needs, interests and stage of development to plan challenging and enjoyable learning experiences across all of the seven areas of learning and development.

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

- improve the range of activities and experiences offered to children to support their understanding of diversity and difference, for example, by increasing resources that represent children's diverse backgrounds
- extend opportunities for babies and young children to make marks, for example, by providing different textures and materials, such as gloop and sand, so they can explore making marks and their senses in different ways.

Inspection judgements

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

The childminder has a developing knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. During children's initial contact with her parents are asked to share information about their children's starting points, interests and individual needs, which is recorded. The childminder completes observations of the

children while they play and takes photographs of them that reflect the activities they enjoy. However, the information gained from observations is not used consistently to plan for children's individual learning. Parents are involved in their child's learning through daily discussions with the childminder. They can view their child's learning journals at any time, enabling them to look at ways of enhancing their child's learning at home.

Children enjoy helping themselves to a variety of toys and resources that support their play and learning in most areas. The childminder provides an appropriately organised environment. The use of posters around the playroom, encourage children to see letters in print, which develops an understanding that words having meaning. Numbers are also displayed, as are pictures of different fruits, which encourage children to talk about foods that are good for them. However, children's understanding of the wider world is not fully promoted as there are few activities and resources to help them gain awareness of the diverse society in which we live. Therefore, children are not fully developing their understanding of similarities and differences. Children enjoy drawing pictures with crayons and felt tips, showing the childminder what they have done. However, opportunities for children to explore their senses in different ways and make marks as they do so with resources, such as sand or gloop are not maximised. Therefore, they do not extend their physical development or writing skills sufficiently.

Children interact well with the childminder who shows an interest in their play. They actively seek her attention to show her their skills, for example, when they successfully throw the ball through the low-level basketball net. She in turn praises their achievements and they do it again. The childminder promotes children's communication and language satisfactorily. Young children begin to explore new vocabulary because the childminder talks with them. Young children babble to her clearly explaining what they are doing and she asks questions to encourage them, such as, 'Where did you put the ball? Did it go into the net?' She encourages them to respond to her and they begin to, as they play. This helps children to develop growing language skills and become confident communicators.

Children enjoy playing outdoors, kicking and throwing balls and developing their climbing skills on the equipment at the park. Children are developing skills in the use of technology and confidently press buttons and turn on battery operated toys appropriately gaining a response, for example, with flashing lights, music and sounds. These skills help to prepare children for the next stage of their learning and moving on to school.

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

Children's emotional development is promoted satisfactorily through the secure, trusting relationships they have made with each other and the childminder. Consequently, children are happy and feel safe in her care. The childminder spends time obtaining appropriate information from parents about their child's likes, dislikes and their individual routines. This helps her to gain a firm understanding of their individual needs so that children feel that they are special, valued and included.

The play room is suitably well organised enabling children to move freely and select toys

they wish to play with, therefore, gaining independence. For example, they choose play food and electronic toys. Children learn to behave well because the childminder acts as a good role model in the calm and consistent way she approaches behaviour management. Children receive praise and encouragement, which builds their self-esteem, helping them to feel good about themselves and what they do.

Parents provide healthy packed lunches and snacks that cater for their individual dietary needs and preferences. Therefore, children are developing their understanding of healthy eating. The childminder supports them appropriately, especially the younger children, as they develop the skills to feed themselves. Children learn about appropriate hygiene routines as they follow clear routines for washing and wiping their hands. The childminder ensures children's comfort is maintained through the clear nappy changing routines. Children become familiar with the move to other settings as they accompany the childminder in taking other children to other pre-school settings. This builds children's awareness of where their next step in learning will take place.

Children gain a suitable awareness of safety because the childminder reinforces appropriate routines with regard to road safety. They also practise the fire drill so they are aware of what to do in an emergency. As a result, children develop their understanding of keeping themselves safe. Children enjoy outdoor play, especially at the local park, which effectively promotes their physical development. They have plenty of fresh air and begin to develop their large muscle skills as they climb on the apparatus gaining confidence, control and coordination.

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

The childminder has a satisfactory understanding of the welfare requirements and she, generally, monitors the educational programmes sufficiently. This is because she works alongside the local authority link worker who supports her in implementing the changes to the Statutory framework for the Early Years Foundation Stage. The childminder demonstrates a satisfactory commitment to continuous improvement and reflecting on practice. She also accesses training to keep her knowledge of childcare practices up-to-date. The childminder organises her home to enable children plenty of free space to play and explore. She provides sufficient activities to ensure she takes account of children's interests and looks at how she can develop the learning opportunities to enable children to progress. However, the process is not fully effective in helping her focus on areas for future improvement that will have the most impact on children.

The childminder has a suitable awareness of her role and responsibility, in relation to protecting children in her care from abuse and neglect. She understands the local safeguarding procedures to follow should she have a concern about a child in her care and shares her safeguarding policy with parents. The childminder carries out written risk assessments to make sure children can move freely and safely within her home and garden. The childminder also takes appropriate steps to ensure children are kept safe on all trips and outings. All adults in the household have been vetted and undertaken

suitability checks. Consequently, children's welfare is effectively safeguarded.

The childminder understands the importance of building relationships with parents and has formed suitable working relationships with them. Daily discussions between both parties ensure children's individual needs are continually met. The childminder shares information with other early years settings children attend, which enables them to work together to support children's learning.

The Childcare Register

The requirements for the compulsory 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 | EY391643 |
| Local authority | Coventry |
| Inspection number | 870874 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 5 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 20/01/2010 |
| 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

