

Inspection date

16/07/2013

Previous inspection date

24/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The thoughtfully planned out home and garden creates an enabling environment to promote independence and to engage all children in purposeful play. Children access a wide range of play materials to support their learning and development.
- Gradual settling-in visits help children form secure attachments with the childminder. As a result, they are confident and keen to explore and learn.
- Partnership working with parents is strong. The childminder and parents communicate very well, which helps enhanced children's learning and development in their own homes.
- Children's behaviour is good. They are regularly reminded about how to behave, share and be kind to their friends. As a result, they are learning how to get along with others and the difference between right from wrong.

It is not yet outstanding because

- Children have fewer opportunities to fully explore and observe the local community to further enrich their experiences and understanding of the world around them.
- There is scope to strengthen the already good sharing of information with other early years providers, to enable the childminder to support children's learning to the very optimum.

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, dining room and garden.
- 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 1993. She lives in Coventry with her adult child. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the downstairs of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog and terrapins.

There are currently four children on roll, who are in the early years age group and all attend part time. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except for family holidays. The childminder has an early years qualification at level 3 and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- strengthen children's knowledge of the local community, for example, by providing further opportunities for them to explore, observe and find out about their surroundings
- extend the ongoing dialogue and sharing of information with other early years providers and use this shared knowledge to optimise children's learning.

Inspection judgements

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

The childminder has a good understanding of how children learn through play. This is based on her secure knowledge of how to effectively promote children's learning and development. She initially observes children to find out about their immediate interests and asks parents to complete an 'all about me' document at the onset of care. The childminder therefore has a clear picture of what children can do. This information is used to create a stimulating environment with toys and activities that successfully engage children. The childminder records children's progress and takes photographs of them to illustrate the activities they enjoy. Their next steps of learning are clearly identified, which helps to ensure that they are appropriately supported and making good progress towards the early learning goals in readiness for their transition into school.

The childminder has strong working relationships with parents. This enables her to keep

up to date about what children do at home and ensures that parents are kept fully informed about children's activities and achievements, while they are in her care. Parents are encouraged to view and comment on their children's learning journals. As a result, parents' continue to enhance their children's learning at home. The childminder gives good priority to the prime areas of learning with children aged under three years. She is able to identify when early intervention may be needed to ensure that all children receive appropriate support.

Children readily help themselves to toys and resources to support their play because the environment is well organised. They confidently and freely move between indoors and outside, investigating the activities. This effectively fosters children's independence. Children are confident speakers because the childminder supports and encourages them to engage in conversations. They confidently talk about what they are doing. For example, children describe how they are using buttons to make the face on their 'gingerbread man'. The 'white moon button' makes fantastic eyes and a row of coloured buttons gives the gingerbread man 'a big smile'. As a result, children's speech and language is promoted well. The childminder's skilful interaction as they play supports them in gaining social skills, such as sharing and taking turns. Under her gentle guidance children behave well and form caring relationships with one another.

Children take part in frequent art and craft activities, which develops their creativity well. For example, they mix gold glitter and glue together and skilfully dip stencils into the mixture to make a train shape. The childminder teaches them how to slide sequins and star shapes out of the glue, so that children do not become frustrated when the shapes stick to their fingers. Babies explore and investigate various objects in treasure baskets, such as cones and shells and older children's imagination and fantasy play is effectively encouraged. For example, they pretend to put petrol in their 'car' before they go on a journey and tell the childminder that it cost '100 pounds'. Consequently, children are able to express their own ideas and gain an understanding of simple mathematics.

Children enjoy some experiences outside of the home. The childminder regularly meets up with another local childminder to enable children to socialise with others of their own age. This helps to prepare children for their transition to the next setting. Children play with resources that reflect positive images of disability and culture, such as, books, dolls and play figures. However, there is scope for building on the opportunities for children to explore the local community to further enrich their experiences and their understanding of the world around them.

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

Children are cared for in a homely and welcoming environment. The childminder is kind and caring and establishes close relationships with the children. She gathers detailed 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. Her home is well planned out to enable children to have easy access to the broad range of resources, which help them to make good progress in their development.

Children clearly enjoy the childminder's company and they confidently approach her for cuddles, support and reassurance. This genuinely warm, responsive interaction raises children's self-esteem and contributes to their overall well-being. She offers a good role model through being calm, polite and kind towards them and she sets clear house rules and boundaries. This develops children's understanding of right and wrong. The childminder manages behaviour positively through using praise and encouragement and is consistent in her approach. The childminder helps to prepare young children for the transition to pre-school, as they accompany her when she takes children to and from other early years settings. They look around the environment and are becoming familiar with the surroundings.

Children enjoy a variety of healthy snacks. They learn that they need to drink regularly in the hot weather and help themselves to fresh drinking water from a dispenser. The childminder grows a selection of fruit, salad and vegetables in her allotment. Children help to prepare some of this produce for their snacks. As a result, they learn about healthy eating and develop good self-help skills. The childminder offers guidance and support to help them learn sensible hygiene routines to prevent the spread of germs.

Children enjoy outdoor play in a well-resourced garden, which effectively promotes their physical development. They steer sit and ride toys, climb large equipment and kick and catch balls. As a result, children benefit from lots of fresh air and exercise. Children learn about keeping themselves safe through everyday routines. For example, they are shown how to get down safely off chairs and are encouraged to keep the play space tidy. Children learn not to run on the decking when they get out of the paddling pool because their feet are wet and they could slip. Consequently, they learn to keep themselves safe.

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

The childminder has a good understanding of safeguarding procedures and knows how to protect children in her care. She gives a high priority to children's safety and well-being. She keeps her home safe and secure and written risk assessments are completed. All adults in the household have had their suitability checked. As a result, children are kept safe from harm. The childminder maintains appropriate records and documentation. All of the required policies and procedures are in place and parents receive a copy of each, so that they are fully aware of the childminder's role and responsibilities.

The childminder has a good capacity to develop and maintain improvement. Through careful monitoring and evaluation she has identified areas for development, such as reviewing children's assessment records. As a result, this enables her to set appropriate targets to improve learning opportunities for children. In addition the childminder has completed a quality assurance of her provision to improve the overall quality of the service she offers to children. The childminder demonstrates a positive commitment to improving her knowledge and skills through training. She has an early years qualification at level 3 and undertakes relevant courses to ensure her ongoing professional development.

The childminder is clear about the benefits of sharing information between settings when

children attend more than one provision. However, there is scope to enhance the already good sharing of information to consistently support children's learning in her home and help them to make the best possible progress. The childminder has very good working relationships with parents. They are kept well informed about all aspects of her service and their views are sought through discussion and questionnaires. Their comments are highly positive about the quality of care and learning their children receive at the setting. They include 'activities underpin their development' and 'learning is exceeding expected levels of progress and the childminder's input has a massive impact on this'.

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	510424
Local authority	Coventry
Inspection number	819424
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	24/02/2009
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

