

Inspection date	10/06/2013
Previous inspection date	28/02/2011

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 are very comfortable and secure due to their warm and positive relationships with the childminder and the regular use of communication, so they feel involved.
- The childminder has a good awareness of the importance of promoting children's good health through diet, exercise and fresh air.
- Children are making good progress in their overall development as the childminder offers praise and encouragement and makes learning fun.
- Children have a good range of resources to support all areas of learning. They are developing in confidence as they independently start to initiate their own play.

It is not yet outstanding because

- Opportunities for parents to fully contribute to their children's learning and development by encouraging them to share their views on their children's progress and their observations from home, are not fully maximised.

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 children's free play choices and their snack and sleep time.
- The inspector spoke with the childminder and engaged with children at appropriate times throughout the inspection.
- The inspector looked at children's files and progress records, the childminder's self-evaluation document and a selection of policies and daily records.
- The inspector took account of the written comments from one parent.

Inspector

Diane Ashplant

Full Report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner, one adult child and a child aged 15 years in Nuneaton. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outdoor play. The family has two dogs.

There are currently nine children on roll of, whom four are in the early years age group and attend for a variety of sessions. The childminder operates term-time only, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays. The childminder walks to local schools to take and collect children and visits the park and shops on a regular basis. The childminder attends local early years groups with children.

What the setting needs to do to improve further

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

- develop further opportunities to engage parents in children's development by sharing observations from home and regularly seeking their comments about their children's development.

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 to support children's learning and development and offers a welcoming environment with a wide range of accessible resources to encourage their interest and provide different challenges. She gets to know children initially through discussions with parents, sharing information in their profiles and through her own observations of them at play and soon recognises their individuality. Through this, she is able to identify their play preferences and what they can do. She monitors their progress through regular reference to Development matters in the Early Years Foundation Stage, which also provides additional ideas and ways to extend and support their learning. The childminder routinely records observations of children at play and sometimes takes photographs to capture memorable moments. These are collected together in their development folders, which are available for parents to look at. The childminder naturally engages with children at play, providing guidance and encouragement through suggestions and praise, while also reminding them of how to play well together. The childminder has completed a summary report on children's progress

and is aware of the progress check at age two and her responsibilities to undertake this. She regularly talks to parents about children's day and sometimes offers suggestions that may help at home, such as changes to routine. However, further opportunities to fully engage parents in children's learning, for example, by sharing observations from home or seeking their comments on their progress, are not fully embedded. This means that opportunities for the parents and childminder to work consistently together to support children's development are not always maximised.

Children are very confident in their environment and are able to access resources of their choice and initiate their own play. The childminder skilfully engages with them and provides suggestions to keep them interested and develop their concentration. Children are developing their early language skills as they share in stories or songs and are encouraged to say key words more clearly. They are fascinated at the little 'speech pods' that capture spoken words and they are just starting to repeat these. Children choose their own favourite books and are keen to share these and point to things in recognition. They listen attentively to the owl on the touch screen pad as he speaks and sings and are starting to respond with the actions. Children have opportunities to make marks with various utensils and express their creativity and feel different textures, such as paint, dough, sand and chalk. Children have a range of puzzles and construction games to help them learn about shapes and sizes and enjoy cooking sessions, where they help to mix ingredients. The childminder regularly brings numbers and colours into the daily routine and uses games, for example, rolling the ball, to practise numbers 'one, two, three go'. Children are learning about the natural world as they help plant and water in the garden and show great excitement when their flowers keep growing back each summer. They are developing their confidence around animals and learning about their care. Special opportunities to meet with people they then see on the television, such as Olympians, brings the wider world into their own realm of experience.

Overall, children are very settled and comfortable with the childminder. Older ones know the routine well and happily engage in their favourite activities when they return from school, such as role playing 'schools'. They have their own responsibilities, such as the art and craft box and enjoy entertaining the younger ones. Younger ones are growing in confidence as they explore their environment and experience new things. The childminder engages naturally and spontaneously with children to make their play fun and extend their learning at the same time. As a result, children are making good progress and developing the skills they need to support them in their next stage of learning.

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

The childminder establishes warm relationships with children, which help them feel very secure in her care. For example, they comfortably cuddle up on the settee for a shared story or fall asleep in her arms when they are tired. The childminder talks carefully to parents from the beginning to encourage them to share information about their children's general routines to help children to settle. She offers children lots of encouragement and supports their social skills through daily routines, such as, helping them to respect toys, to help tidy away and to take turns. Children are learning to respond to the routine and are beginning to sit on the floor, to listen to the childminder and wait for story time or a

chosen activity. The childminder responds very well to their needs and engages them in lots of conversation to support their developing language skills. Children are learning to develop self-care skills as they independently feed themselves and are starting to take clothes and shoes on and off at appropriate times. They make clear choices about which fruit they want at snack time and can access their drinks independently. The childminder recognises the importance of encouraging these skills to help develop their confidence and independence for when they eventually move on to nursery and school. Children are learning to behave appropriately as the childminder has a calm and clear manner and offers praise alongside appropriate guidance.

Children move very confidently around the room and exercise their developing physical skills as they climb on the settee or crawl under and between furniture to reach a favourite toy or select a book. They are learning to roll the ball back and forth and use their fingers to move and manipulate small objects. The childminder is a strong believer in the benefits of exercise, fresh air and a healthy diet in promoting healthy and strong bodies. Children go out regularly into the fresh air for walks or visits to the park or to play in the garden. Their health is well promoted through the nutritious meals and healthy snacks, which the childminder provides. Children are learning about safe practices as they are encouraged to walk and play safely and are reminded about using equipment appropriately. The childminder is currently concentrating on encouraging children to play with a few things at one time by enabling them to choose what they want after helping to put away things they have finished with. Children enjoy regular trips into the community, for example, feeding the ducks at the local pond or attending other local early years groups. As a result, they develop social skills as they engage with others and enjoy wider play experiences to interest them.

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

The childminder has a good understanding of her role and responsibilities in protecting children from possible harm or neglect and how to pass on concerns appropriately. She has an appropriate policy, which she shares effectively with parents and attends training to keep her safeguarding knowledge up to date. She is aware of other procedures to further ensure children's welfare, such as, their safe collection, practising regular fire drills and maintaining appropriate ratios. The childminder supports children's welfare well through maintaining a healthy and safe house. For example, she ensures her pet policy is fully implemented, such as ensuring they have regular inoculations and keeps her two dogs in the kitchen most of the time, as she recognises they are big and can be boisterous around the children. The childminder uses both visual and written checks to ensure any hazards are identified and takes appropriate action as necessary. For example, she only allows children to use the grass section of the garden until the uneven patio has been re-laid. Daily records and all other documentation to support her childminding business are in place and generally well organised. This inspection was brought forward due to concerns around the childminder's procedures for ensuring confidential information relating to the families she works for, is appropriately handled. The childminder acknowledges that previously these were occasionally not rigorous enough, which means that their privacy was not fully protected. Although, this is a breach of requirements, the childminder clearly

recognises her previous error and is now fully aware of her responsibilities to make sure that all confidential information is properly protected.

The childminder ensures her required training is up to date and keeps herself informed of current development through her own research on the internet and also through regular discussions with other childminding colleagues. She reviews the educational programme, evaluates her activities and involves older children to seek their views and choices of what they would like to do. She has addressed the recommendations for improving her practice identified at her last inspection. The childminder uses the Ofsted self-evaluation form to help her reflect further on her practice and focus on her priorities. She talks openly with parents to gain their views and has some written comments from them in praise of her positive influence on their children's development.

The childminder provides an open and friendly service for parents. She is very approachable and provides daily verbal feedback to parents as well as regular contact through texts, emails and telephone calls. She offers parents a daily diary when children start as she recognises that sometimes, in the rush at collection times, not all verbal information is shared and retained. She has a development folder for each child which is available for parents to discuss or view when they want. She liaises with parents at the start to gain and record as much information as she can about children's routines and preferences, so she can support their initial settling-in and their ongoing development. Although, the childminder has no children who currently attend other settings, she recognises the importance of encouraging effective links with other providers, so that she can pass information from and to parents. This also helps her gain a full picture of children's progress and supports a consistent approach to make such transitions easier for them. The childminder has some experience caring for children with special educational needs and/or disabilities and understands the benefits of liaising closely with parents and other professionals to effectively support children's individual development.

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	268472
Local authority	Warwickshire
Inspection number	920325
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	28/02/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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