

Inspection date

Previous inspection date

10/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 childminder's effective observation, assessment and planning ensure that children are challenged well to reach the next steps in their learning.
- Children's personal, social and emotional development is promoted well by the childminder. Consequently, children are happy, settled and secure, and the relationship between the childminder and the children is good.
- The childminder is fully aware of her responsibilities in the event of a concern about a child in her care. As a result, children are safeguarded and kept safe from harm.
- There is strong capacity for continuous improvement. The childminder accurately identifies her strengths and areas in which the service could improve. This ensures positive outcomes for children and their families.

It is not yet outstanding because

- There is room to improve the already very good opportunities for children to see their home languages in print in the learning environment.
- The development of children's rapidly developing speaking skills is sometimes not fully maximised. This is because when the childminder asks the children questions she does not consistently give them time to think and then respond to her questions.

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 as children played in the childminder's home and garden.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Hayley Lapworth

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband and three children aged 11, nine and six years. The whole of the ground floor is used for childminding, along with the small bedroom and bathroom upstairs for overnight care.

There are currently four children on roll, two of whom are in the early years age group. The childminder supports children who speak English as an additional language. She takes children to and from local schools and pre-schools. The childminder attends local toddler groups with children. She operates Monday to Friday, all year round.

What the setting needs to do to improve further

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

- enhance opportunities for children to see their home languages in print and, for example, invite parents and other adults to contribute so that children's literacy skills are fully promoted
- make sure that when asking children questions they have time to think about what they want to say and put their thoughts into words.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements. She shares a written summary with parents in advance of their children's progress check at age two. Therefore, the parents and health professionals can be fully informed. In the early stages of the placement, parents are encouraged to share what they know about their children's current stage of development. The childminder then uses this information to plan for their future learning. She undertakes many planned and spontaneous observations to track children's progress. The childminder knows the children she cares for very well. She accurately identifies where they may need additional support in order to ensure they make as much progress as they can. The childminder provides the children with a good variety of activities in her home and garden and at local groups. For example, they attend a rhyme time session at the local library. The activities she provides are age appropriate and lots of fun. For example, children enjoy having running races and being chased by the childminder. Therefore, they are

making good progress across all areas of learning. This also prepares them well for their next stage in learning, such as starting school.

Parents are actively encouraged to be involved in their children's learning. At the onset of care the childminder asks them questions to find out what they know about their children's current stage of development. She regularly talks to parents about their children's progress and shares photographs of them enjoying their learning through a variety of experiences. For example, she shows them photos of their children dancing and being creative. In addition, the childminder shares her written observations of children's learning and makes suggestions of how parents can continue their children's learning at home. As a result, parents are fully informed about their children's next steps and can support their children's learning in the home environment.

Children's personal, social and emotional development is successfully enhanced. They are fully encouraged to explore their immediate environment and make decisions for themselves; therefore, they are becoming increasingly independent. For example, they move between playing with a child-sized kitchen and participating in role play to playing with a ball in the garden. Their confidence and self-esteem are fully promoted as they are regularly praised for their achievements, regardless of how big or small they may be. For example, the childminder praises them for naming the pictures they have drawn and pronouncing their own names correctly. As a result, their skills in communicating with others are successfully enhanced. Children's language skills are generally promoted well as the childminder talks to them throughout their play. For example, they are involved in conversations with the childminder about how to make a cup of tea and build a sandcastle. The childminder also asks them questions that make them think. For example, she asks how many sandcastles they have made. However, she sometimes does not always extend children's thinking and speaking skills to full effect. This is because she does not always give children enough time to think about their responses to her questions and put them into words.

The childminder encourages children to use their home language in their play. She displays nursery rhymes and songs, and labels the children's pictures and the toy boxes in English. As a result, children become familiar with words and understand that print carries meaning. However, children who speak English as an additional language do not have as many opportunities to see their home language in the childminder's home. This means their literacy skills are sometimes not as well promoted as possible. Children's physical development is promoted well by the childminder. She ensures that they can practise skills using large play equipment at her home, at the park and at events in her local area. Inclusion is fully promoted as the childminder monitors children's engagement in the activities.

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

Children's personal, social and emotional development is addressed well by the childminder. They are settled in her care and confident in her home. Children share warm relationships with the childminder and her family. Settling-in arrangements are agreed on an individual basis in order to aid children's emotional security. The childminder prepares

children effectively for their transition into other early years settings and reception class in school. They socialise with other adults and children at local groups and learn to behave in ways that encourage cooperation. For example, they have opportunities to participate in a jungle party and events organised by the council's park rangers during the summer holidays.

The childminder's home is warm and welcoming to children and their families. Children love spending time in her home playing with the good range of easily accessible resources, many of which are stored at their level. At the onset of care, detailed admission information obtained from parents ensures that individual care needs are well met. Information about the childminder's good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected because the childminder encourages them to be physically active and exercise their bodies on a daily basis. They enjoy moving between the indoor and outdoor area. As a result, their physical skills are being developed and they benefit from playing in fresh air. Outdoor activities include playing on the swing, riding on bikes, throwing, kicking and catching balls. The childminder effectively encourages healthy eating. She provides nutritional snacks and meals the children enjoy. For example, a typical meal includes carbohydrates, such as rice, protein, such as prawns and chicken, and a selection of vegetables. Children learn good hygiene practices and skills in caring for themselves. For example, there are encouraged to wash their hands after playing in the garden and prior to eating. Therefore, children's good health and well-being are assured.

Children's welfare is addressed effectively because the childminder ensures that the environment is safe. She teaches children how to keep themselves safe. For example, she reminds them they must hold on when being pushed on the swing and to take care on the steps in her garden.

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

The childminder's home is safe and secure, and supervision of the children is good. She is secure in her knowledge of the procedures she must follow in the event of a concern about a child in her care. The childminder ensures that anyone over the age of 16 who is living or regularly spending time in her home completes the necessary checks. She ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Local Safeguarding Children Board procedures. The childminder is qualified in first aid, ensuring she can provide appropriate care in the event of an accident. Therefore, children are fully safeguarded.

There is good capacity for future improvements. The childminder effectively evaluates the service she provides. She is aware of her strengths and accurately identifies where improvements can be made. For example, she identifies that she would benefit from knowing more about how young children develop. She also identifies that children would benefit from the provision of more interactive resources. In order to improve her service, the childminder welcomes support from her local authority partnership advisers and staff

at the local Sure Start children's centre. Parents and their children are also successfully involved in sharing their views about the service. They share very positive comments about the childminder and the service she provides. For example, parents write in their children's learning journals that they especially appreciate that their children learn new language and expression, and grow in their personal and social development. Older children share with the childminder that they like to come to her house as she helps them with their maths and English, contributing towards their achievements and success at school. In addition, the childminder successfully monitors the educational programmes to ensure that children make good progress. She is aware of the requirements within the Statutory Framework for the Early Years Foundation Stage. The childminder uses this and information in guidance successfully to meet children's care and learning needs. Resources meet children's different learning needs effectively and are maintained in a good state of repair. Required documentation is kept up to date and in good order.

Communication between the childminder and parents is good, and they regularly discuss the children's care and learning needs. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. As a result, a consistent approach towards their individual needs is assured. A range of written policies successfully reflect the childminder's practice. She is also developing good working partnerships with other early years providers, to ensure continuity in the children's care and learning.

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	EY460151
Local authority	Coventry
Inspection number	910926
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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