

Inspection date	24/09/2013
Previous inspection date	15/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children learn about different colours and textures as they play with pasta and lentils. They fill different sized containers, which supports their mathematical development.
- Children freely access a range of toys and resources in the playroom, which supports their interests and independence.
- Children enjoy healthy snacks and drinks, which support their individual requirements and preferences.

It is not yet good because

- Children do not have enough opportunities and to use bikes and climbing equipment to support their large muscle skills.
- The system for self-evaluation has yet to be fully considered in order to provide an accurate reflection of the setting's strengths and weaknesses, to ensure that improvement plans are effectively implemented. Parents' and children's views are not regularly gathered to help identify all future priorities.

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 the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, documentation, and a selection of policies and procedures
- The inspector looked at other areas of the home, such as the kitchen and the garden.
- The inspector accompanied the childminder on the school run to collect older children.

Inspector

Kashma Patel

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a ground floor maisonette in Rugby. The playroom, lounge and toilet are used for childminding. The childminder has three pet cats. The garden is used for outdoor play.

There are currently seven children on roll, of whom two are in the early years age group. Children attend for a variety of sessions. The childminder also cares for older children before and after school. She operates all year round from 7.45am to 6pm, Monday to Friday, except for family holidays. The childminder uses her vehicle to transport children to groups and walks to school. She attends local groups in the children's centre and takes children on regular visits to the local park and library. The childminder is a member of the Children Come First Network.

What the setting needs to do to improve further

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

- provide and extend the range of outdoor equipment to support children's large muscle skills

- extend the system for improvement and self-evaluation by more accurately identifying and planning for all future priorities and give parents and children more opportunity to share their views.

Inspection judgements

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

Children make suitable progress in all areas of their learning as they enjoy a wide range of activities, which supports their interests. Suitable systems for observation and assessment help to track children's progress and to plan for their next stage in their learning. Activities are planned on a monthly basis around children's interests and this is adapted for individual children. For example, older children show interest in pirates, which supports their imagination. They enjoy looking at books and take part in creative activities where they make eye patches. Younger children search for gold coins in shiny paper, which supports their curiosity and learning. Children learn about numbers, colours and shapes as they play with puzzles, games and construction toys. Older children fill different sized containers with dry pasta and lentils to support their understanding of full and empty,

while younger children enjoy the sensory experience of different textures. Younger children enjoy posting activities where they identify different colour balls and post letters in a box, which supports their skills in hand and eye coordination. Through discussions, songs and rhymes children learn to communicate with each other. Children make marks with pencils, crayons and chinks, which supports their writing skills. Children learn about other cultures as they celebrate the Chinese New Year and they make lanterns and try different foods. Children grow tomatoes and potatoes and learn about the lifecycle of a caterpillar, which supports their awareness of plants and living creatures appropriately.

The childminder talks to parents about activities children take part in during the day and which enables them to support and extend their children's learning at home. Children learn to be independent as they help themselves to toys from the playroom. The childminder supports children's self-help skills. For example, children feed themselves and coat pegs are at children's level so they can access these to hang their outdoor clothes up. This helps children obtain the skills they need for the next stage in their learning, such as starting nursery or school. Children use some wheeled toys in the garden to support their development and, overall, children have access to a wide range of toys and resources. However, they do not have enough equipment or opportunities to develop their large muscle skills, such as climbing and pedalling, which does not fully support their physical development.

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

Children receive reasonable care and their individual care needs are generally well addressed. For example, the childminder collects information on children's care routines and follows them accordingly. She also works closely with parents to ensure all children's needs are known and met. Children bring in their favourite toys from home and like to keep them nearby, which helps them to settle-in with the childminder and reassures them. Children work together as they share and take turns with toys, which promotes their positive behaviour. Their self-esteem is promoted through their artwork being displayed and they receive regular praise for helping each other. Children's general health is adequately promoted as the childminder follows appropriate nappy changing and hand washing routines. Older children know they need to wash hands before food and do this without any prompting from the childminder, this helps children take responsibility for their own health. They maintain a healthy lifestyle through daily outings to local parks in the community, where they have opportunities to be active.

Children develop appropriate self-help skills as they take part in activities to support their independence. For example, they help themselves to toys from shelves and can put their own coats on, as well as taking them off. They maintain a healthy lifestyle as they enjoy a range of suitable snacks, such as fresh fruit. Children make their preferences known as they ask for their favourite milkshake.

The childminder supports children's transition to other settings, through outings, stories and discussions about starting nursery or school. Children learn about keeping themselves safe as they practise regular fire drill evacuations, which helps them to understand what they need to do in an emergency situation. They also learn about road safety when they

are on outings. For example, children know they have to walk in front of the childminder and hold on to the buggy when they cross the road.

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

The inspection took place following concerns about the supervision of children on a school run. Evidence gathered at the inspection found that procedures to supervise children were not fully effective and this resulted in a young child being left in the school playground while collecting older children. The childminder rushed out to pick the child up, leaving three minded children in the care of a parent. The childminder acknowledges that she should not have left children with the parent, which compromises their safety, and recognises her failure to adequately supervise all children. Since the incident, the childminder has had a visit from children's services and there is no further action being taken. This is because she did not deliberately put children at risk. Further procedures have recently been introduced to prevent a recurring incident, which include regular head counts and a daily check list of children, which the childminder takes out with her.

In other respects, children's safety is adequately promoted through detailed written risk assessments and daily checks which help identify potential risks in the home. The childminder has an appropriate understanding of her responsibilities relating to the safeguarding requirements, which helps to protect children. She has a suitable knowledge of procedures to follow if she had concerns about children's welfare. She understands the signs that indicate a child may be at risk of harm and has a clear safeguarding procedure to follow. Suitable procedures are in place for the use of mobile phones and cameras, which helps to protect children.

The childminder understands and meets the requirements of the Statutory framework for the Early Years Foundation Stage. She has achieved this through suitable monitoring and evaluation of the service she provides. This ensures suitable levels of review of the learning and development requirements, which results in children making suitable progress while in the childminder's care. The childminder has identified areas for further development to help her improve the educational programme, such as attending childminding groups and regular support from the 'Children Come First Network'. She has recently become accredited and plans to care for funded children; this gives parents the opportunity to receive free nursery funding with the childminder or at nursery. The childminder uses questionnaires to collect parents' views, however, these are not used frequently enough to get a clear focus of what areas they think need further development. Furthermore, they only identify the positive aspects and no areas for further improvement. This means that parents do not have sufficient opportunities to contribute their ideas and views, in order to further develop the service and inform improvement plans.

Suitable partnerships are in place with parents who receive daily verbal and written feedback, which keeps them adequately informed of their children's care and progress. Parents comment that they are happy with the care they receive for their children. The childminder does not currently care for any early years children who attend other settings;

however, she is fully aware of the importance of appropriate links and effective communication with other providers to ensure consistency in children's care and learning.

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
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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	EY295992
Local authority	Warwickshire
Inspection number	936861
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15/01/2009
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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