

Inspection date	03/10/2013
Previous inspection date	19/10/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Ineffective monitoring and self-evaluation means that insufficient progress has been made since the last inspection and there is no identification of areas for development in order to ensure that children's care and learning needs are met.
- The educational programmes do not adequately cover the seven areas of learning. The childminder does not provide interesting activities that provide adequate challenge for children, resulting in some children lacking enthusiasm to get involved.
- Planning is not effective in matching activities to children's needs. Observations and assessments are not consistent in quality and are not frequent or accurate enough to build on children's progress.
- Young children do not have sufficient opportunities to make marks in a variety of ways or use their senses to explore and investigate natural and made objects and materials.
- Insufficient information is gained from parents at the start of their child's placement to enable the childminder to gain an understanding of their development and the starting points in their learning.

It has the following strengths

- A gradual settling-in period is agreed with parents for each child and this enables them to feel safe and secure in the childminder's care.

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 and kitchen.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at children's records, the register of attendance, written policies and procedures and risk assessments.

Inspector

Tracey Boland

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult members of the family in a residential area in Coventry. The whole of the ground floor and first floor bathroom of the childminder's house is used for childminding. The childminder attends a toddler group and activities and she visits the shops and park on a regular basis.

There is currently one child on roll who is the early years age group and attends full time. The childminder operates all year round from 8am to 6pm, 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:

- improve knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage to ensure that children learn, develop and make progress in all areas of learning
- develop the use of observation and ongoing assessment in order to plan a challenging and enjoyable experience for each child so that every child makes as much progress as they can in all of the areas of learning
- use self-evaluation, including the views of parents and children, to contribute to the monitoring and assessment of the strengths and areas for development of the provision
- involve parents in their child's learning by improving the exchange of information at the start of their child's placement, especially with regard to their child's development and the starting points in their learning
- develop the use of resources and experiences that encourage children's understanding of diversity and the wider world
- encourage children to engage in a wider range of activities to promote the prime and specific areas of learning, such as mark making in a variety of ways and using all of their senses to explore and investigate natural and made objects and materials.

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

The childminder does not demonstrate a knowledge and understanding of the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. Consequently, she is not aware of the prime and specific areas of learning. The childminder does not plan and provide sufficient activities over all areas of learning to ensure that children are challenged effectively to reach the next steps in their learning. She works sufficiently with parents to ensure continuity for children, but at present does not communicate with other early years providers to ensure consistency of care and learning when children attend more than one setting. The childminder does not support children sufficiently so that they develop skills in readiness for nursery class and school. She has no experience or understanding of providing parents with the Early Years Foundation Stage progress check at age two.

Opportunities for children to understand the world and gain an awareness of their differences and similarities are limited. The childminder is aware of providing opportunities for them to celebrate and value cultural, religious and community events. However, resources are extremely limited that reflect diversity and children's awareness of the local environment is limited to walks to the park or to look at the shops. Children are limited in opportunities to explore and investigate with different media. A bowl of water is provided with a few boats for children to play with as they wish but language is not promoted sufficiently as questions asked are not appropriate for the children's understanding, for example, children are asked to identify the colour of the boats but their language and understanding is not at a level for them to respond appropriately.

The childminder identifies that children are particularly interested in the television and going outside if upset. There are generally a few toys available including those that encourage children to be imaginative. For example, the childminder has play food for role play. Children are able to practise their manipulative skills as they play with plastic blocks and small building bricks. Children are limited in opportunities to make marks other than with paper and pencils and do not develop their senses by using a variety of materials, such as corn flour or sand. Books are accessible to children as they are stored in a box which is on the floor in the lounge. The childminder promotes children's communication and language development sufficiently although at times questions asked by the childminder are not at an appropriate level for the child, for example, asking a child the colour of a boat when the child has not yet developed her basic language skills.

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

Aspects of children's welfare are addressed satisfactorily. The home is safe and the childminder ensures that children are not leased into the care of unknown adults. Preparation for the transition into other early years settings and reception class in school is not maximised. This is because children do not socialise with other children or adults while in the childminder's care and are not effectively supported to gain a sufficient range of skills in readiness for nursery class and school. The range of resources is poor and does not support key areas of learning. Children are cared for in a welcoming environment. Their emotional security is initially addressed appropriately with regard to the transition from home to the childminder's care. This is because a settling-in period is agreed with parents. Relationships between the childminder and children appear satisfactory. Children learn about keeping themselves safe, for example, as they learn how to cross the road safely. Admission information obtained from parents with regard to each child's individual care needs is satisfactory. Information about the childminder's practice with regard to safety, illness and accidents, is shared with parents. Children's good health is sufficiently addressed. They have access to some physical play equipment when they visit the park, such as the swing.

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

The childminder does not effectively monitor the educational programmes and so she does not satisfactorily fulfil her responsibilities in meeting the learning and development

requirements of the Early Years Foundation Stage. At the time of the last inspection, the childminder was asked to develop the educational programme to provide resources, activities and first hand learning opportunities that promote children's progress across the seven areas of learning. She was also asked to observe children to understand their level of achievement, interests and learning styles and then to shape learning experiences for each child. Resources have been purchased, however, activities and first hand learning opportunities have not been sufficiently developed which demonstrates an inability to continuously improve. The childminder was asked to ensure premises are fit for purpose and to ensure that the space, furniture and equipment was safe and clean for children with specific regard to household items and the mould growth in the bathroom. This has been satisfactorily addressed.

The childminder has not sought support from the local authority development workers since her last inspection. Courses to broaden her knowledge of the Early Years Foundation Stage have not been attended due to holiday and being busy. Resources for promoting children's learning are limited. Documentation is kept in satisfactory order. The childminder does not use self-evaluation, nor gain the views of parents and children, to contribute to the monitoring and assessment of the strengths and areas for development of the provision. As a result, the childminder does not have an effective system for self-evaluation that informs priorities and is used to set targets for improvement or an understanding of how this can be achieved.

Communication with parents is satisfactory. Required policies and procedures are shared with parents. The childminder has not established links with other early years providers to ensure continuity of care and learning as children do not attend other settings as well as her own. The childminder is aware of her responsibility with regard to protecting children from abuse and neglect. She has a written safeguarding policy, which is shared with parents, and she is aware of contacting Coventry Safeguarding Children Board if she has concerns about their safety and well-being. Necessary checks for the childminder have been completed.

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	EY357058
Local authority	Coventry
Inspection number	891738
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	19/10/2012
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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