

## Inspection date

Previous inspection date

10/10/2013

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 uses effective teaching methods, such as demonstration, to teach children new skills. She uses small sentences and asks open-ended questions to extend and support children's critical thinking.
- Children's language and communication skills are well promoted. Children who speak English as an additional language are well supported in developing and extending their home language and vocabulary in the setting.
- Self-evaluation is robust and clearly supports the identification of the childminder's strengths and weaknesses. Plans for future improvement are well targeted to strengthen practice, and to improve the quality of the service offered to children and their families.

### It is not yet outstanding because

- There is scope to enhance children's physical development and decision making skills by providing them with more opportunity to move freely between the indoor and outdoor areas.
- There is scope to better enhance children's learning and development through further improving the very good communication with other professionals working with children in the other settings they attend.

## 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 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 spoke to parents during the inspection.
- The inspector looked at other areas on the ground floor, such as the kitchen, conservatory and the garden.

## Inspector

Kashma Patel

## Full Report

### Information about the setting

The childminder registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Long Lawford in Rugby, close to the local school and works with an assistant on a part-time basis. The whole of ground floor of the childminder's house is used for childminding, as well as one bedroom on the first floor. There is an enclosed garden for outdoor play.

There are currently 10 children on roll, of whom, seven are in the early years age group. Children attend for a variety of sessions. The childminder also cares for older children before, after and during school holidays. She operates all year round from 7am to 7pm, Monday to Friday, except for family and bank holidays. The childminder supports children who speak English as an additional language. She takes and collects children from local schools and pre-schools on foot. The childminder takes children out to local parks, shops and children centres. She receives support from the Warwickshire local authority and has an early years degree in Childcare.

### What the setting needs to do to improve further

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

- extend opportunities for children to move freely between indoors and outdoors to further enhance their decision making skills and physical skills and control
- strengthen the communication with other settings which children attend and encourage the sharing of specific information about individual children's learning in order to enhance and complement learning and development between settings.

## Inspection judgements

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

The childminder supports children's learning well through one-to-one interaction and group activities. This helps them to make good progress in all areas of their learning and also prepares them well for the next stage in their learning. The childminder uses good methods to help children learn. For example, she shows a child how to use a tape dispenser and constantly asks open-ended questions to support and extend their learning. She talks to younger children slowly and in small sentences, supporting their learning. The childminder collects information from parents on starting points and uses this information

well, to plan a wide range of play opportunities. Individual weekly planning includes all seven areas of learning and ensures that children receive good levels of support or challenge in their learning. There are good systems for observation and assessment, which accurately identify what children need to do next to further enhance their learning and development. As a result, they make good progress in all seven areas of learning. The childminder is aware of the progress check at age two and has started to collect information about children's progress in the prime areas of learning to enable her to complete this with parents.

Children develop socially and extend their language skills as they listen and sing songs and rhymes. They enjoy stories using puppets, supporting their language and imagination. Younger children learn to form new words as they imitate older children. The childminder uses words to help support children with English as an additional language. For example, she uses picture routines for 'story time' so children know what is going to happen next. She listens and encourages children to speak to each other in their home language which further supports their language development and communication. Older children write with crayons and pencils, while younger children make marks with paint. The childminder helps children develop the necessary skills to write as she plans activities to support their small muscle development. For example, children make necklaces as they thread pasta shapes and learn how to use tweezers and scissors, these skills support children's writing development. Children learn about numbers and colours as they use a wide of equipment, such as construction equipment, cars and trains which they sort and sequence. Children learn about Hindu festivals as they dress up in Sari's and wear bangles. This supports their awareness of diversity.

The childminder provides parents with information about activities children take part in at her setting and they are able to take the journals home. Parents continue children's learning and add information to journals, which the childminder uses to further support and develop their learning and interests. Children use a good range of equipment, such as, the slide, seesaw and wheeled toys, promoting their physical development. They develop their small muscle skills as they confidently and safely use small equipment which helps children to learn about how things work and helps to develop skills for the future. Although they have daily opportunities to access the fresh air through daily outings to the school, there is scope to enhance this further by having more free access to the garden to enable children to continue their learning outside.

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

Children are happy and have close attachments with their childminder and other children. The childminder supports their emotional well-being and offers a gradual settling-in period so that they feel comfortable in her home and gain a sense of belonging. Children are content and clearly enjoy the childminder's and others' company. The childminder is proactive in gaining valuable information from parents, which she records in individual 'all about me' records. The information gained includes detail of children's interests and favourite toys, which she uses to help children settle and feel secure. Children bring in comfort items, such as, a toy or a blanket which helps to reassure and settle them.

Children benefit from daily outings in the community where they access fresh air to support and maintain a healthy lifestyle. They enjoy freshly prepared meals and snacks which supports their individual dietary needs. At snack time they choose from a wide selection of fresh fruit which supports healthy eating. Fruit is cut up into small pieces to enable children to feed themselves. Water beakers are accessible at children's level, so they can help themselves when they are thirsty. Effective hand washing and nappy changing routines support children's welfare and helps to reduce the risk of cross-infection.

The childminder helps children prepare for a smooth transition to other settings through visits, discussions and stories about starting a new setting. Children access a wide range of toys and equipment, which supports their interests and learning. Toys are within easy reach of children, which enables them to select and make independent decisions about their play. Children learn about being safe as they stay close to the childminder on outings. They know they have to stop at the kerb and look for cars before they cross the road. Effective strategies are in place to support positive behaviour. Children receive stickers, continual praise and encouragement for sharing and taking turns. The childminder observes older children and gives them the opportunity to sort out minor conflicts before she intervenes. This helps children learn the necessary skills for the future and deal with their own feelings and emotions.

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

Children are effectively safeguarded due to the childminder and her assistant's secure knowledge of the possible signs of abuse and the procedures to follow should they have concerns about the children in her care. She is aware of what she must do if an allegation were to be made against her or her assistant. The safeguarding policy is shared with parents so that they understand her role in protecting children from harm. The childminder has conducted thorough risk assessments for her home and this includes regular outings in the local community. As a result, children are safe and protected from potential hazards. Good procedures are in place to keep children safe from persons who may not be vetted. For example, visitors are not left alone with the children and a full record is maintained, in relation to all people visiting the home, this further supports children's safety.

Parents receive both written and verbal information which gives a summary of the activities their children have taken part in, as well as information about their personal care. Children attend a nursery setting and effective communication is in place to help support children's learning. For example, the childminder has been introduced to the teachers and a link book is in place, which records information on children's achievements. However, there is scope to extend and build on this to further enhance and complement their learning. Self-evaluation is robust and clearly identifies future areas for further improvement. She demonstrates a secure knowledge of the areas of learning and her systems for observation, assessment and planning for the next stages in learning are

accurate. As a result, children continue to make good progress in all areas of their learning. The childminder receives regular support from the early years team and attends local groups to help her further develop her skills and share good practice. She collects parents' and children's views through discussions and questionnaires, which ensures they are involved in the process of improvement and that changes in practice are meaningful to them. For example, parents' requested for the childminder to help children learn how to pronounce words correctly, which helps children form words more accurately. The childminder has increased her selection of resources, which ensure children continue to make good progress in all areas of their learning. Future plans include becoming accredited which will enable her to provide free nursery education for young children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY460191
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	913104
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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