

<b>Inspection date</b>	12/11/2013
Previous inspection date	23/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 challenges children effectively to reach the next stage in their learning using her own assessment and information from parents.
- Children's social and emotional needs are well-met by the childminder. Relationships are good and children's emotional security begins with a good settling-in procedure.
- Children learn through play in a safe and secure environment. They are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.
- Children's creativity is promoted well. They enjoy singing, explore their senses in different ways and are beginning to use their imagination when playing with role play resources.

### **It is not yet outstanding because**

- There is a lack of flexibility with regard to the use of the outdoor play area throughout the year. Consequently, opportunities for children to explore, build, move and role play in the outdoor, as well as the indoor play environment, are not maximised.
- Children's language development is not always maximised when the childminder talks with them. She sometimes asks closed questions and does not always give children time to think and then respond to her open-ended 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 ground floor play areas.
- 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, her co-childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full report

### Information about the setting

The childminder was registered in 2011. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder works with another registered childminder and minds from the co-minder's house. The co-minder lives with her husband and their three-year-old child. The ground floor of the house and a first floor bathroom are used for childminding. There is a fully enclosed garden for outside play. The family has a pet cat.

There are currently nine children on roll. Of these, two children are in the early years age group and one of them attends the reception class in school. Early years children attend on a part-time basis. There are two children on roll who are aged over eight years. The childminder cares for children all year round, all day, Monday to Friday. She walks with children to and from the local school and pre-school.

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

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

- make sure that when asking children questions that these are open-ended, and give children time to think about what they want to say in response and put their thoughts into words
- extend opportunities for children to play in the outdoor environment throughout the year to explore, build, move and role play outside as well as in the indoor play areas.

### Inspection judgements

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

Children are making good progress in their learning. During each child's induction the childminder obtains information from parents on their child's stage of development. She then uses this and her own assessment to challenge children effectively. Ongoing assessment with the involvement of parents then ensures that children continue to be challenged to reach next steps in their learning. The childminder supports children well so that they develop skills in readiness for nursery class and school. She is aware of the requirement to provide parents with a progress check at age two and completes this where necessary.

Children's manipulative skills are promoted well by the childminder. They practise as they

play with resources such as construction toys, writing materials and shape sorters. Children enjoy playing with baby dolls and they are able to remove the dolls' clothes. They confidently ask for help when they want to put the clothes back on. Children explore their senses and make marks while they play with resources that include paint and play dough. They stroke crayons onto paper skilfully using a three finger grip and they enjoy using their fingers, the wheels on toy cars and sponges as well as brushes to make marks in or with paint. Children enjoy looking at books that contain different textures and ones that contain pictures hidden under flaps. A recent activity enjoyed by children was one involving finding toys 'bugs' hidden in a jelly bath. Children enjoy dressing-up, singing, and joining in with the actions to songs, such as, 'The dingle, dangle scarecrow'. They are skilful and confident when climbing and enjoy using equipment at the park and they are able to practise these skills at the park throughout the year. However, activities in the childminder's garden are not organised throughout the year and so opportunities for children to choose from activities in the outdoor as well as the indoor play environment are not maximised.

Children speak confidently and clearly and the childminder promotes their learning generally well as she talks with them. However, extending children's thinking and speaking skills is not always promoted with full effect. There are times when children are asked closed questions, and when questions are open-ended the childminder does not always give them plenty of time to think and then respond. While the childminder supports children's play she encourages them to count and they learn to match and name shapes and colours.

### **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 and relationships are good. Children's emotional security is initially addressed well because a good settling-in period is agreed with parents. Children socialise with other adults and children on outings with the childminder. In this way, they socialise with larger groups of people, which prepares them well for their transition into other early years settings and reception class in school. The childminder manages behaviour with positive reinforcement in order to boost children's self-esteem. The impact of inappropriate behaviour is explained to children and they learn to share and take turns. The childminder promotes children's independence well and she ensures that resources that meet the needs of children attending are easily accessible to them. Their independence is promoted because resources are organised so that they can select for themselves. Resources are safe and meet children's learning and development needs well.

Children play in a warm and welcoming environment. Admission information obtained from parents is thorough with regard to each child's individual care needs, and each child's needs are well-met. Children's good health is protected well because the childminder encourages them to be active and enjoy outdoor activities, even though use of the garden is not maximised. Children eat healthy food and they are developing an ability to attend to their self-care needs. Their welfare is addressed effectively because the childminder ensures that the environment is healthy and safe. She puts her food hygiene knowledge

into practice effectively. The childminder teaches children how to keep themselves safe. For example, they practise the fire drill. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents.

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

The childminder successfully monitors the educational programmes to ensure that children make good progress. She offers children good support. In order to review and improve her practice the childminder welcomes advice offered by local authority development workers. At the time of the last inspection two recommendations were raised and these have been addressed. In order to improve her knowledge and skills, and so promote children's enjoyment and learning, the childminder has requested training on, 'Creativity for Under 3s' and 'Freely chosen play'. Resources promote children's learning well and they are maintained in a good state of repair.

The childminder is aware of her responsibilities with regard to safeguarding children. Necessary checks for everyone aged 16 years and over who live or work on the childminding premises have been completed and the childminder 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 Coventry Safeguarding Children Board procedures. She ensures that the play environment is safe and secure.

The partnership with parents is good. Communication between the childminder and parents ensures that each child's care and learning needs are well-met. Initial information on each child provided by parents is thorough and parents work well with the childminder to meet children's different needs. Parents' views on the care provided for their child are valued. The childminder is aware of the importance of establishing links with other early years providers to ensure continuity of care and learning when the need arises. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation is kept up-to-date and in good order.

### **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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY437895
<b>Local authority</b>	Coventry
<b>Inspection number</b>	870562
<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>	5
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/05/2012
<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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