

Inspection date	24/10/2013
Previous inspection date	20/12/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 develop their early communication skills through songs, rhymes and discussions which help to build on their language development.
- Children access a wide range of appropriate toys and equipment to support their interests. This enables them to make satisfactory progress in their learning and development.
- Children learn about their community through daily outings to local groups, which helps them to socialise and make new friends with both adults and children.

It is not yet good because

- Observations and assessments are not used effectively to gather enough information about individual children so that they are always supported to make the best progress in their learning and development.
- Children's learning at other settings, is not always extended and complemented by the childminder, because there is not enough information shared with regard to children's learning.
- 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 shared 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, 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 looked at other areas on the ground floor, such as the kitchen, lounge and the garden.

Inspector

Kashma Patel

Full Report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged two months and four years in a house in Kenilworth, Warwickshire. The whole of the ground floor is used for childminding. The family have two cats and a dog.

There are currently two children on roll, of whom, both are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, including Bank Holidays. The childminder attends at the local children's centre and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder is a member of the Professional Association for Childcare and Early Years and she holds an early years qualification at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make better use of ongoing observation and assessment of each child's progress, and use this information to plan the next steps in their learning to ensure activities clearly match future learning needs, to enable children to make the best possible progress.

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

- extend partnerships with other settings, such as the school, to create a regular two-way flow of information, in order to fully support and complement children's learning
- extend the system for improvement and self-evaluation by more accurately identifying and planning for all future priorities and give parents and children more opportunities to share their views.

Inspection judgements

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

The childminder plans some activities around children's interests. For example, she asks children what they would like to do on a daily basis, which supports their ability to make decisions. The childminder observes children to identify what they need to do next and links this information to the different areas of learning to track children's progress across the seven areas. However, the childminder does not always use this information from her observations and assessments to plan how the next steps in children's learning will be achieved. This means that the planning of activities is not always well matched to children's individual needs, in order to specifically shape future learning experiences for each child to help them make the best possible progress. The childminder uses some appropriate methods to help children learn. For example, she joins in their play and asks questions to stimulate their thinking. She uses different tones in her voice when she reads stories to children, but on some occasions children show little interest because the story is too long and children are not able to concentrate. Children learn new words as they enjoy songs and rhymes. They learn about colours as they make towers with large plastic bricks which help to develop their hand to eye coordination. Children develop their imagination as they play with dolls and small world equipment. They express how they feel as they explore different textures, such as, sand, paint and dough.

Children have suitable opportunities to continue their learning at home. For example, the childminder talks to parents about activities children enjoy at the setting and they take books and toys home to enable them to continue their learning at home. Children learn to be independent as they help themselves to toys from the floor and from low-level shelves. They attend local pre-school groups where they socialise with other children. This helps children obtain the skills they need for the next stage in their learning, such as starting nursery or school. Children develop skills in their balance and coordination as they use a wide range of equipment both at home and in the community. At home, older children ride on bikes and on wheeled toys. They enjoy bug hunts and collect leaves for art activities, while younger children take their dolls for a walk in their pushchairs which supports their creativity.

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

Children are happy and have close relationships with the childminder who is caring towards them. She collects essential information from parents about children's interests, their preferences and care routines. This information is then used to help children settle in her home and adequately promotes their emotional well-being as children form appropriate bonds with the childminder. Children bring in their own personal items, such as toys from home, which gives them a sense of belonging and reassures them when they get upset. There are suitable settling-in procedures, which include prior visits to the home, which helps children become familiar with the home and her family. The childminder has a gentle and caring nature, which helps children quickly feel comfortable and secure within the home. For example, she talks and explains things to children and offers regular praise and encouragement for their efforts. Children receive stickers and rewards and are aware of simple house rules which help to support positive behaviour.

A suitable range of freshly prepared meals and snacks, such as, organic fresh fruit and pasta, contribute to a healthy diet and meet children's individual preferences. The childminder cuts fruit into small pieces which supports younger children's independence as they feed themselves. Children benefit from daily fresh air through outings in the community, which helps to maintain a healthy lifestyle. They learn about keeping themselves safe as they learn about road safety and car travel on outings. They know that they must wear seat belts in the car and use the pelican crossing. This helps children to keep safe. There is a wide range of toys and equipment which children access to support their interests and learning. Equipment is stored at low-level to support their choice and independence. Through discussions, books and visits to local schools children prepare emotionally for their move to other settings and the next stage in their learning. They attend local pre-school groups which helps them to make new friendships with both children and adults.

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

The childminder has a satisfactory knowledge and understanding of her responsibilities relating to the safeguarding and welfare requirements and knows who to report any safeguarding concerns to. As a result, children's welfare and safety is adequately promoted. A written mobile phone and camera policy is in place, which promotes children's safety. Written risk assessments and daily checks help to identify potential hazards and prevent accidents in the home, which keep children safe. Suitable procedures are in place to protect children from persons who may not be vetted. For example, a visitor's book records all persons that visit the home and the childminder checks their identity to help keep children safe. The childminder currently works alone, however, she has adequate procedures for vetting assistants to ensure they have the necessary skills and experience to care and help protect young children. Parents receive daily verbal and written feedback about children's care and learning, which keeps them appropriately informed of their children's progress.

The childminder provides a suitable range of activities to help children make satisfactory progress in their learning and development. However, sometimes observations and assessments are not used accurately enough to plan for the next stage in children's learning. This means that the educational programme is not always sharply focused or precise enough to match children's individual learning needs. As a result, children make satisfactory, rather than good, progress in their learning. Parents receive daily verbal and written feedback on children's care and learning, which keeps them adequately informed of their children's progress. A comments book is in place, which provides some information about their children's care and development, both at the childminder and at other settings. For example, the childminder occasionally writes in the comments book about what children do in her care, which helps to extend children's learning at other settings. However, she does not collect enough detailed and accurate information to fully support and extend children's learning because partnerships with other settings are not yet established. This means children's learning is not effectively complemented by the

childminder.

The system for self-evaluation is not robust enough. Although, the childminder is able to identify some areas for further development, such as improving her observations, not enough has been done to move forward with this to secure future improvement. Following comments from children, the childminder has purchased more equipment which helps children make suitable progress while using their imagination and creativity. Questionnaires have been received back from parents, however, they only contain positive comments which does not help the childminder to make improvement. This means parents and children do not have sufficient opportunities to contribute their ideas and views, this means they are not involved in developing the service and informing improvement plans.

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	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	EY347348
Local authority	Warwickshire
Inspection number	939539
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	20/12/2012
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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