

Inspection date

20/11/2013

Previous inspection date

20/07/2009

The quality and standards of the early years provision

This inspection:

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

- Teaching is good because the childminder has a secure knowledge and understanding of how young children learn and develop. She carefully observes to assess their skills and interacts effectively to improve their learning. As a result, children's progress is rapid given their starting points and capabilities.
- There are very good working partnerships between parents and the childminder. All parents are fully informed about their child's progress. The childminder suggests activities and play ideas that children can try in their own homes. Hence parents are actively involved in their children's learning.
- Systems to monitor the delivery of all aspects of the educational programmes are robust to ensure all children continue to make good progress from their starting points in every area of learning.
- Good settling-in procedures help children to make secure attachments with the childminder. They are happy and relaxed within the warm and nurturing environment that the childminder provides. This good emotional support helps children to settle quickly and grow in confidence and independence.

It is not yet outstanding because

- There is scope for the childminder to improve the ongoing communication with other providers, such as school teachers, when children attend more than one setting, to ensure everyone has a clear and agreed view of children's overall learning.

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 compulsory part 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 conservatory, lounge and dining room.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector checked evidence of the suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.

Inspector

Hazel White

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early years Register and the compulsory part of the Childcare Register. She lives with her adult child in the Coventry area. The whole of the house is used for childminding. The childminder attends several groups throughout the week. She visits the local shops, cafes and parks on a regular basis and collects children from the local schools.

There are currently four children on roll, all of whom are in the early years age range and they attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is able to provide overnight care on Friday and Saturday evenings. The childminder has an early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the sharing of information with other early years providers, and use this shared knowledge in order to complete a concise picture of children's overall learning.

Inspection judgements

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

The childminder has high expectations of all children based on clear and accurate assessment of their emerging skills. She observes children at play and records her findings in well-presented, informative, individual 'Learning journals'. They include photographs to illustrate the activities children have enjoyed taking part in, and examples of their creative work. The childminder engages well with parents and encourages them to share information about their children's learning from the start. This results in, the childminder having a very good understanding of each child's learning priorities and this enables her to prepare children very well for their next stage in learning and for school. Parents have constant access to their children's learning journal and readily comment on the progress that their children make. Consequently, they are kept well-informed. Furthermore, the childminder offers parents some suggestions about how they can extend their children's learning and development at home. For example, to encourage language development she lists rhymes and action songs that she knows the children enjoy.

Children are happy and engaged. This is because the quality of teaching is good and the childminder knows the children in her care very well. She provides a wide variety of experiences that motivate children and capture their imagination, plans routines and

experiences reflect parental wishes and children's individual needs and interests. Her home is well-organised with resources mostly stored in low-level storage units. This helps children confidently make independent choices in their play and enables them to take the initiative in seeking out their favourite toys. Children are encouraged to use their home language and the childminder learns key words to help children gain a sense of belonging. This also helps children learn that we communicate in different ways. A variety of resources, such as dual language books, multicultural dolls and small figures, are readily available so that children become more aware of diversity.

The childminder supports children's learning effectively as she joins in with their play. For example, she teaches young children how to 'load' their paint brushes with paint and skilfully promotes language development by naming the colours as they use them. Children are asked to repeat the words back to her to help them to consolidate their vocabulary. The childminder responds with 'that is right it is yellow', 'we are using yellow'. This helps children's vocabulary to progress within the developmental milestones for their age. The childminder is keen for children to express their own ideas and instigate their own conversations. She has fitted a 'fairy door' to the skirting board and this has proved to be very successful in enhancing children's imagination and fantasy play. They describe what the fairies might wear and the jobs that they do. For instance, a tooth fairy will have a basket to collect the teeth and a Christmas fairy will wear a crown.

Children develop their literacy skills very well. They demonstrate a good understanding of how information can be retrieved from books. For example, older children find out the names of dinosaurs and use the pictures in the book to create their own drawings. The childminder reads to children and this further encourages their interest in books and promotes their understanding that words have meaning. Children practise making marks with chalks, pencils and crayons and use these writing materials in their role play. For example, they have great fun dressing-up as 'waiters', using a notepad and pen to take food orders. In addition, they create words using magnetic letters and write on a chalk board in the very well-resourced garden. These opportunities support children's understanding that they can write for a purpose. The childminder cleverly encourages counting and calculating as children count how many steps they climb when going upstairs and recognise door numbers and road signs when they are out and about. Therefore, children gain good mathematical skills.

Children go on lots of outings, for example, to toddler groups, soft play areas and exhibitions. As a result, their social skills are developing well and they are exposed to an increased range of resources and experiences. Children's physical skills and confidence develop as they use climbing equipment in the garden and during trips to the park. They learn about technology and how it is used as they investigate cause and effect toys and complete simple programmes on the lap top. Consequently, through everyday experiences, children gain many of the skills they will need for future learning and the transition to school.

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

Children are happy and settled in the childminder's care. This is because she has a very calm and caring nature and is sensitive and alert to their individual needs. A gradual settling- in period helps children to feel safe and comfortable in her home and quickly gain a sense of belonging. Children clearly enjoy the childminder's company and are responsive to her support and reassurance. In addition, this time provides opportunities for important information to be exchanged between the childminder and parents. The childminder finds out about children's home routines and any comfort items. She works hard to ensure children receive consistency of care. As a result children's emotional development is promoted effectively.

Children behave well in the childminder's care, they are polite and show care and consideration for property and other people. This is because the childminder presents them with a good role model to follow, she is calm and quietly spoken. Children know what is expected of them and their good behaviour, effort and achievement is promptly recognised and praised. This helps them to feel good about what they do and raises their self-esteem. Children are valued as unique individuals and taught to appreciate and respect similarities and differences in people. All areas of the childminder's home used for minding are clean and safe. Children have ample space to play and rest. They enjoy easy access to a wide range of resources both indoors and outside. Young children are introduced to larger group activities when visiting local play sessions. This helps to prepare young children for the transition to pre-school.

Children learn personal care skills appropriate for their age and stage of development. The childminder encourages independence, for example, children learn to learn to put on shoes and coats and this helps to prepare them for school. Effective hygiene routines are in place and children learn about the benefits of healthy eating in a variety of ways. For example, they learn about healthy foods during discussion at mealtimes and they grow vegetables and herbs in the garden. Food is provided by parents and therefore, reflects their wishes and children's individual requirements. Children receive plenty of fresh air and exercise and this contributes greatly to their physical health and well-being. They learn about safety because they are reminded to be careful during play and the childminder regular teaches and reinforces safety rules when travelling in her car. Children know that they have to keep their car seats fastened and wait until the childminder tells them that it is safe to step out onto the pavement.

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

The childminder has a secure understanding of how to protect the children in her care. For example, she is very aware of her local procedures for child protection and knows who to contact should she be concerned. A well-written policy is shared with parents so that they are clear of the childminder's responsibilities in keeping children safe from harm. All adults living on the premises are suitably vetted and children are only released into the care of authorised individuals. Documentation is maintained well and all policies and procedures, which are shared with parents, effectively support the childminders practice. The childminder is clear about the need to notify Ofsted of any significant events or changes. Areas used by the children are well-organised and enable them to move around the

premises freely and safely. The childminder visually checks the premises and records her findings. This ensures that any potential risks are identified and reasonable steps are taken to minimise hazards to children both inside and outside the house. For example, doors are kept locked, electrical sockets are protected and safety gates are used. Fire safety equipment is in place and the evacuation plan has been practised with the children so that they are familiar with what to do.

The childminder is constantly reflecting on her practice and has clear plans in place to develop the service she provides. For example, she is currently putting named coat pegs in the hallway so that children develop their self-help skills and learn to recognise their names in preparation for school. In addition the garden has been completely revamped to improve the outdoor environment by providing further interest and challenge for children. Mobiles and bird feeders hang from trees and children have a comfortable seating area to observe nature. The childminder routinely evaluates the educational programme and her assessment of children's learning and development. She adjusts planning to reflect any changes in their interests or needs. This enables her to set appropriate targets to improve learning opportunities for children. The childminder is committed to continuing her professional development and has gained an early years qualification at level 3.

The childminder recognises the importance of building close links with parents. She has very good working relationships with them and they regularly share information so children's individual care and learning needs are consistently met. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. They include she 'offers an excellent service and provides care support and guidance in children's development' and that she is 'nurturing, caring, patience and understanding'. The childminder is clear about sharing information between settings when children attend more than one provision. She has good communication, sharing learning journals and joining parents for meetings prior to children starting school. However ongoing information is not constantly exchanged with school staff in respect of activities planned and provided for the children, or about what children know and can do. Consequently, precise information is not always gathered to optimise children's learning. The childminder is not currently caring for any children with special educational needs and/or disabilities however, she demonstrates a very positive attitude towards doing so. She understands the importance of working in partnership with parents and others and has a good awareness of the local support that is available.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY387029
Local authority	Coventry
Inspection number	878979
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	20/07/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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