

<b>Inspection date</b>	21/11/2013
Previous inspection date	20/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 understands how to promote children's learning through a wide variety of stimulating and challenging activities and has high expectations given the starting points in their learning. As a result, children progress well.
- Children form strong bonds of attachment with the childminder during the gradual settling-in process that is in place. This ensures the transition from their home into the childminder's setting is relaxed and enjoyable.
- Parents are provided with information about their child's day and children take home their artwork to share with them. Well written policies and procedures reflect the care provided and are shared with parents. As a result, they remain up-to-date with their child's learning and are fully informed of the care given to their child.
- The childminder makes sure that his home is safe and well-organised and children can select resources for themselves. This helps them grow in confidence and develop independence.

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

- Resources to build on babies and young children's understanding of themselves and the wider world are not fully in place.

## 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 completed a joint observation with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector took account of written feedback received from parents and children.
- The inspector checked evidence of the childminder's suitability and qualifications, and the suitability of household members.

## 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. He lives with his wife and two children aged three and 10 years in Binley, Coventry. The childminder works alongside his wife who is also a registered childminder. The whole of the ground floor and the first floor back bedroom of the house are used for childminding. There is an enclosed rear garden for outdoor play. The family have a small dog. The childminder attends various groups and soft play areas and he visits the shops and park on a regular basis. There are currently seven children on roll, three of whom are in the early years age group and attend on both a part-time and full-time basis. The childminder operates all year round from 8am until 6pm during school holidays and 9am until 6pm during term time Monday to Friday, except for bank holidays family holidays.

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

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

- provide opportunities for babies' and young children to develop an understanding of themselves and the wider world, for example, by using photographs of familiar people and places.

## Inspection judgements

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

The childminder's practice is based on a good understanding of the Early Years Foundation Stage and how to promote children's learning and development across all areas of learning. As a result, he successfully supports children in making good progress preparing them effectively for nursery or school. Through discussion with parents and detailed observations, he identifies interests enabling him to provide an interesting variety of play experiences that take into account their individual needs. The childminder uses observations to record progress, and photographs reflect their enjoyment all of which are shared with parents. Parents share detailed information about their children's starting points at the start of their child's placement and the childminder uses learning journals effectively to record all aspects of their learning. Good systems of communication enable parents and the childminder to share their child's learning at home. This ensures continuity of care for the child and supports their development very well.

Children's independence is promoted as they help themselves to toys and resources to support their play and become independent with regard to hygiene routines. They move safely and confidently around this well-organised environment. The quality of teaching is good. The childminder gives high priority to the prime and specific areas of learning with children in the early years and can identify when early intervention may be needed and

take appropriate action to ensure that all children receive appropriate support. The childminder uses open-ended questions such as, 'where has the car gone?' as he and the children take it in turns to hide a car under the rice and pasta, covering it completely and telling everyone not to peep. Consequently, children's critically thinking and problem-solving skills are effectively stimulated as they seek to respond to the question. Children's understanding of the world is developing as they investigate a range of electronic toys to find out how they work by pushing buttons and turning knobs. Their confidence using technology is ever increasing as they are supported when using the computer and tablet device to listen to their favourite songs and play many games. Children learn about different festivals and cultural events throughout the year. They try foods from different countries and resources reflect people from around the world and those with disabilities. Discussions and the use of dual language books enable the children to broaden their understanding of similarities and differences as they talk about children around the world. However, there is scope to provide more opportunities for babies and young children to see photographs of their special people and their favourite places, in order to learn about themselves and the wider world.

Children develop their creative skills effectively as they enjoy a wide range of art and craft activities using various mediums such as glitter, glue, paint and collage. They develop their early writing skills as they make marks and patterns in shaving foam, gloop and use various pens, pencils and crayons. Children freely choose from a selection of age appropriate books. They sit quietly by themselves looking at the pictures as well as sitting with the childminder and listening to their favourite stories. Resources are stored in labelled bags so children have many opportunities to learn that print carries meaning. Children's independence and confidence are continually developing as they make informed choices with regard to their play. Toys and equipment are maintained to a high standard and meet the needs of children of all ages and abilities, encouraging their natural curiosity to learn. Their understanding of how things grow and change is nurtured as they spend plenty of time outdoors. The childminder involves them to preparing the soil and planting, for example, tomato plants and tending to them, and monitoring their growth. Younger children see quick results when sowing cress, which maintains their interest.

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

Children's safety is a priority and all areas of the home and garden are safe and secure. A record of all visitors to the home is maintained and children are supervised appropriately to ensure no one is left unattended with them. Clear, concise written risk assessments are undertaken of the home, garden and any outings that take place to ensure children remain safe. The home is also checked each day prior to the children's arrival. Children's understanding of their own safety is encouraged through reinforcing road safety when out, and they regularly practise the emergency evacuation procedure in the event of a fire. This is supported through visits to the fire station where they talk and have the opportunity to talk to the fire officers. Therefore, children remain safe.

The childminder is a positive role model to the children. He is calm, consistent and fair when dealing with behaviour and children are reminded of the house rules which include

no running, no banging doors, sharing and treating the toys with respect. Children's self-esteem and confidence continually grow as they receive lots of praise and encouragement throughout the day. Children's social skills flourish as they meet with other children and familiar adults at the various groups they attend. This helps them to become confident in different situations and prepares them emotionally for the transition to nursery or school.

Children benefit from plenty of fresh air and exercise each day. They access the garden which promotes their physical development as they play with wheeled toys, balls and the trampoline and children enjoy helping sweep the leaves off the decking before they can play. Children develop a good awareness of their own personal hygiene through appropriate hand washing throughout the day. Each child has their own towel for hand washing which is colour coded and younger children's care needs are met effectively through good nappy changing routines which ensures their comfort is maintained. Children's independence increases as they are encouraged to feed themselves at mealtimes although support is given where needed. They enjoy freshly prepared foods each day that take account of their individual dietary needs and preferences. Children's emotional development is nurtured very well and they develop secure, trusting relationships with the childminder as they are gradually introduced into his care. Affection is readily given and received, which promotes children's sense of belonging and security.

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

The childminder has a clear understanding of his role and responsibility with regard to safeguarding children in his care. They are kept safe and protected from harm as he has a good understanding of the correct procedures to follow in the event of any concerns he may have about a child. Concise, written policies and procedures are in place and shared with parents which reflect the good service provided. The childminder meets all regulatory requirements as he keeps required documentation, which records children's details and individual requirements. All adults within the home have completed necessary suitability checks to ensure they are safe to be in the proximity of children. As a result, children are kept safe.

The childminder is committed to continually build his professional development and accesses training through the local authority. Since his last inspection, he has gained a Level 3 qualification in Children's Care, Learning and Development. The childminder values comments from parents through verbal feedback and the use of questionnaires. Children are also involved in sharing their views which are used to help enhance the service provided. Through the evaluation of the service, he is able to set appropriate targets for improvement, which has a positive impact on the children he cares for, for example, using local woodland more regularly and also playing outdoors in varying weathers to enable continued learning.

Good working relationships have been formed with parents and the comments that have been received, are that they are pleased with the service provided and their child enjoys their time with the childminder. Clear and concise discussions at the start of their child's

placement enable the childminder to effectively incorporate their child's individual needs and routines into the day. This contributes to ensuring the transition from home to the childminder's care is a relaxed, happy and as easy as possible. Daily communication takes place, and parents receive detailed information about their child's day, their progress and achievements. The childminder understands the importance of sharing information with other settings children may attend, enabling them to work together to support children's learning. The childminder makes good use of relevant guidance to ensure any gaps in children's learning are identified enabling swift action to be taken. Planning takes account of children's interests and clear evidence of children's learning and development is shared with parents. The childminder has completed the progress check at age two alongside parents, which is readily available for parents to share with other health professionals. As a result, he is able to effectively monitor children's progress and achievements and plan a curriculum that is both interesting and encourages children's natural curiosity to learn.

### **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>	EY382463
<b>Local authority</b>	Coventry
<b>Inspection number</b>	939996
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/01/2009
<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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