

Inspection date

28/11/2013

Previous inspection date

14/10/2009

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

- The childminder is knowledgeable about how young children learn through play. Teaching is good and she interacts effectively to improve children's learning. This results in children making good progress overall in their learning and development.
- Children have a lovely rapport with the childminder and her assistant. Together they create a warm and nurturing environment which successfully helps children to settle quickly and grow in confidence and independence.
- Children's learning and development is effectively complemented in their own homes. This is because of good working partnerships between parents. Activities and play ideas are shared, and this means that parents are actively involved in their children's learning.
- The childminder has a strong commitment to continuously improve her childminding practice in order to provide the best care for children.

It is not yet outstanding because

- There is scope to further enrich children's social skills outside of the home, and to support them in a smooth transition to pre-school and school by, for example, introducing them to group situations.
- Children's already good understanding of information and communication technology is not optimised because resources and opportunities to enhance and extend more able children's learning in this area is not fully considered.

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 designated playroom.
 - The inspector spoke with the childminder, her assistant 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 suitability of all members of the household, the childminder's and her assistant'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 and voluntary parts of the Childcare Register. She lives in Coventry with her partner and adult daughter, who is her assistant. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The family has a pet dog. The childminder visits recreational areas and the park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder and her assistant both hold early years qualifications at level 2. They are members of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enrich children's social skills outside of the home to further support them in their transition to pre-school and school, for example, by introducing them to local community groups
- create further opportunities for children to develop skills for the future by providing information and communication technology resources, such as torches, calculators and cameras.

Inspection judgements

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

The childminder has a good knowledge of how children learn through play. She provides a broad range of interesting and challenging activities for children according to their age and stage of development. Both the childminder and her assistant are skilled at engaging children in activities and maintaining their enthusiasm. As a consequence, children are eager to participate in all that is offered. The childminder is clear about children's starting points. She talks to parents and observes them during settling-in sessions so she can plan effectively from the beginning of the placement. The childminder and her assistant, continue to observe and assess children, identifying the next steps in their learning and using this information to inform future planning. As a result, children are making good progress overall in their learning and development in readiness for school.

The childminder keeps parents informed of children's achievements and next learning steps. This is through sharing an informative daily diary and by providing individual learning journals for all children. The childminder successfully obtains information from parents about children's learning and achievements at home to further secure their learning. In addition, children take home 'David the doll and his diary'. Children are delighted to share his antics, describing how he was invited to a baptism and 'picks strawberries' from the allotment. They sit together looking at the photographs, giggling as they recall and reflect on their experiences. Consequently, children's learning is complemented in a fun way. Both the childminder and her assistant have a clear knowledge and understanding of the progress check at age two and how this is used to further support learning at home and to identify any additional support that might be needed to help them make best progress.

The childminder's home is organised well and children are able to easily access resources to initiate their own play. This successfully fosters their independence. The childminder adeptly promotes and supports children's learning ensuring play is purposeful and interesting. Teaching is good, the childminder and her assistant support children sensitively and extend children's thinking through consistently talking to them. Children are confident speakers, describing what they are making or doing, recalling events and readily answering questions. They thoroughly enjoy listening to their favourite stories. The childminder uses these opportunities for children to express their own thoughts. For example, a story about a windy day prompts children to describe the colour of autumn leaves. The conversation extends to their home experiences, such as how 'daddy makes compost to help the flowers grow'. As a result children's speech and language is promoted effectively.

Everyday routines are effectively used to help children develop their counting and mathematical skills. They count how many girls and boys are present and add them together to get a total. Children build structures using various blocks and bricks, working out which is the largest and smallest, placing them in order of size. As a result, their early mathematical skills are successfully promoted. Young children are gaining an insight into technology. Babies show an interest in toys with buttons, flaps and simple mechanisms and they are beginning to learn to operate them. They post shapes into a sorter once they have lifted the flap, and turn knobs on toys to make the lights flash on and off. Older children competently use audio equipment. However, there is scope to increase the opportunities for them to use programmable toys and to learn how to operate simple equipment, in order to gain useful skills for their future learning.

The garden is used well for outdoor play to ensure that children get plenty of fresh air and exercise. Children have fun using sit on and ride toys and playing ball games. They use large climbing equipment in the local park and thoroughly feed the ducks. Consequently, they have plenty of fresh air and their physical development is well promoted.

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

The childminder is skilled at settling children into their home quickly. A reassuring, safe and secure environment is provided, which means children form strong attachments and

bond well with the childminder and her assistant. Consequently, children's emotional needs are effectively met. Parents provide the childminder with background information to ensure that she can meet children's individual welfare needs effectively, and ease the transition from their home and into her care. This information is recorded and regularly updated to take into account children's ever changing needs. Children behave well because the childminder and her assistant manage children's behaviour effectively and create an environment where everyone is encouraged to be kind and helpful. They are positive and offer lots of praise to develop children's self-esteem and this helps them to feel good about what they do.

Children's good health is promoted well. A good variety of healthy snacks and meals is provided. The childminder talks about what children are eating and encourages good hand washing routines to prevent the spread of germs. Dietary requirements and parental preferences are clearly recorded. Children develop their self-care skills, for example, putting their own shoes on before outdoor play and helping to tidy away toys before snack time. These experiences develop children's independence appropriately. In addition, children make independent choices about their play. For example, they select from toys that are in within easy reach.

Children have a positive attitude to being active. The childminder makes good use of local venues, such as the park, to extend the options for physical play so that children have plenty of fresh air and exercise. Young children accompany the childminder in taking others to the local school and nursery. However, the childminder has not fully considered the benefit to children of attending local groups. This means the children have fewer experiences to socialise with others outside of her home, and to become familiar with other settings, therefore, aiding a smooth transition into nursery or school.

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

The childminder has a secure understanding and knowledge of the welfare and safeguarding requirements of the Statutory framework for the Early Years Foundation Stage. Her clear child protection policy is shared with her assistant and parents, hence all have a good knowledge of child protection procedures. Both the childminder and her assistant have completed a safeguarding course and this helps to consolidate their learning and knowledge in order to protect children's welfare. All adults in the household have had their suitability checked. They provide a safe environment through regular risk assessments and taking sensible safety precautions. Risk assessments take account of all areas children have access to and are effective in identifying and minimising risks to children.

The childminder and her assistant have a good knowledge and understanding of how children learn through play. Together, after the last inspection, they fully revised planning and assessment so that all children are supported in making good progress in their overall development. They are committed to continuing their professional development. Both have an early years qualification at level 2 and they attend relevant training courses together. In addition they read 'who minds' to keep up-to-date with current practice. The

childminder monitors and evaluates her practice through self-evaluation, which includes seeking the views of parents and children. This provides her with a good overview of the service she provides and enables her to identify clear targets for ongoing development. For example, the childminder identified a gap in resources which promote children's understanding of diversity. She purchased a wide range of jigsaw, books and play people. This results in children benefitting from a continually improving service to ensure they achieve in all areas of their learning.

The childminder works closely with parents, continually sharing and exchanging clear information to promote the inclusion of all children. Parents speak highly of the childminder's service. Their comments include, it is a 'home from home environment', 'big progress has been made with English' and 'I have plenty of time to talk about my child's day and love to see her learning journal'. The childminder is aware of the importance of working in partnership with other settings when the care is shared or when children have special educational needs and/or disabilities. This promotes continuity of care and learning for every child so that they make best progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	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	EY390805
Local authority	Coventry
Inspection number	879091
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	14/10/2009
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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