

Inspection date	21/11/2013
Previous inspection date	20/01/2009

The quality and standards of the early years provision	This inspection:	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

- The childminder demonstrates a good knowledge and understanding of how children learn and develop. She assesses their skills and abilities through detailed observations which enables her to plan a variety of interesting activities to meet their individual learning needs.
- Children form strong attachments with the childminder as they settle gradually into her care. Time spent getting to know children and their routines ensures the transition from home to the childminder's is as relaxed as possible.
- Parents are provided with feedback about their child's day, the activities they have enjoyed and how their care needs have been met. Well written policies and procedures reflecting the care provided are shared with parents. Consequently, they are kept informed of all aspects of care and learning.
- Children enjoy a good variety of play experiences and opportunities both indoors and outdoors that interests, motivates and stimulates their natural curiosity to learn. This enhances their all-round development.

It is not yet outstanding because

- There is scope for children to become more familiar with different languages, for example, through the use of labels in different languages within the environment.

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 spoke to the childminder and the children at appropriate times during the inspection.
- The inspector looked around areas of the home used for childminding and discussed processes for identifying and minimising potential risk to children.
- The inspector looked at children's learning journals, policies and procedures and records of attendance.
- 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 and works alongside her husband who is also a registered childminder. She lives with her husband and two children aged three and 10 years in Binley, Coventry. 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 she 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:

- develop further opportunities for children to become familiar with different languages, for example, by using labels in different languages within the environment.

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 clear understanding of how to promote children's learning and development. As a result, she successfully supports children in making good progress, which prepares them effectively for nursery or school. Detailed observations of children involved in play enable her to identify their interests and provide a wide range of exciting and challenging play experiences taking account of the individual needs of each child. The childminder uses her observations to record progress and photographs, which are shared with parents, reflect children's enjoyment of the activities provided. Parents share detailed information about their child's starting points at the beginning of their child's placement. The childminder seeks the views and ideas of parents, with regard to activities and encourages them to share their child's learning at home. This ensures continuity of care and supports their development.

The childminder provides a well-organised home and children move safely and confidently in all areas available to them. 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. She identifies when early intervention may be needed to ensure that all children receive appropriate support. Children become confident communicators as the childminder frequently reads stories, involves children in singing a variety of songs and asks questions

to encourage their thinking and language skills. This also promotes children's listening skills.

Children's understanding of the world is developing as they investigate a range of electronic toys, pushing buttons and turning knobs to gain a response. As children progress they are supported when using a table device and computer to research information about specific activities or find their favourite action songs. The childminder teaches children about different festivals and cultural events relevant to the time of year. Resources reflect people from around the world and those with disabilities are freely available. Children use the library to access a wide variety of books reflecting positive images. Although children have made their own welcome poster there is scope for their understanding of different languages to be developed further within the environment. Children thoroughly enjoy visiting local shops to buy foods from around the world to try. This broadens their knowledge of where foods come from and also enables them to become aware of the value of money.

Children develop their creative skills effectively as they enjoy a wide range of art and craft activities. They develop their early writing skills as they make marks and patterns using paints and crayons and model with dough, using a variety of small tools and cutters to make shapes. Consequently, children's dexterity and hand to eye coordination are developing well.

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

Children's safety is paramount 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 directly to ensure no one is left unattended with the children. Concise written risk assessments of the premises, trips and outings are in place, identifying any potential risks and the steps taken to minimise them. Safety is further supported by the visual checks made each day prior to the children arriving. Children's understanding of their own safety is encouraged through reinforcing road safety when out and promoting their awareness of 'stranger danger'. Children regularly practise the emergency evacuation procedure in the event of a fire which is supported through visits to the fire station where they talk to fire officers about safety in the home. Therefore, children remain safe.

The childminder is a good role model to the children. She is calm and consistent when managing their behaviour and reminds children of the house rules. Children are encouraged to be kind, share the toys and to show respect to one another. Their self-esteem and confidence continually grow through the praise and encouragement they receive for their efforts and achievements. Children's social skills flourish as they meet and develop confidence with other children and familiar adults helping prepare them emotionally for the transition to nursery or school.

Children benefit from plenty of fresh air and exercise each day. They access the garden and enjoy walks in local woodland. This promotes their physical development as they play with wheeled toys, balls and have an opportunity to climb. Their understanding of healthy

lifestyles is further encouraged through the freshly prepared meals they have each day. Children develop a good awareness of their own personal hygiene through appropriate hand washing throughout the day and the personal care needs of babies and toddlers ensure their comfort is maintained throughout their day. Children's emotional development is nurtured very well and they develop secure, trusting relationships with the childminder as they are gradually introduced into her care. Affection is readily given and received promoting their sense of emotional belonging and security.

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

The childminder is aware of the importance of continually extending her knowledge and skills in the childcare field. She has a good understanding of how children learn and develop and provides care, learning and play which have a positive effect on children's all-round development. The childminder actively seeks relevant training courses to enhance her teaching skills. For example, she is currently completing a course focusing on effective ways of promoting the use of language through messy play. Children play in a warm, welcoming environment and enjoy a variety of activities that encourage their natural curiosity to learn. The childminder has a clear understanding of her role and responsibility in protecting children in her care from abuse and neglect and the procedures to follow should she have a concern about a child. Detailed written documentation is in place to support any safeguarding issues and all contact details for the relevant agencies are accessible at all times. Children are supervised at all times and all required checks are completed to ensure the suitability of adults within the home. Partnerships with parents are good. A gradual introduction into the setting enables parents to gain an understanding of the care provided and become familiar with all policies and procedures.

The childminder provides purposeful play opportunities and experiences that enhance children's learning and development. Observations and assessments of children enable her to monitor children's progress and clearly identify the next steps in their learning which are included in the weekly planning. Clear relationships with parents and other providers of early years have been formed enabling all involved in children's lives to provide continuity of care and promote their learning. Children's learning journals are shared regularly with parents enabling them to see the progress made at the childminder's and the information is used to plan for their ongoing progression in their learning and development.

The childminder is proactive in reflecting on the care she provides. She strives to gain the views of parents and children about the service they receive in order to strengthen the service she provides. She acts on the views of children gathered via simple questionnaires, such as walking in the wood and playing in the rain. As a result, children develop high self-esteem as they learn the childminder values their opinions.

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

Unique reference number	EY374005
Local authority	Coventry
Inspection number	939994
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	20/01/2009
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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