

Inspection date	09/01/2014
Previous inspection date	22/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- Children learn to share and take turns as they play. This is because the childminder uses consistent and clear boundaries for children, developing their understanding of acceptable behaviour.
- Good settling-in routines help children settle quickly and form strong relationships with the childminder and her assistant. This helps children feel safe and secure.
- The childminder makes good use of local venues, such as visiting parks and attending groups to extend the options for physical play. This means that children benefit from fresh air and exercise.

It is not yet good because

- Planning, observation and assessment is not highly effective or used to consistently plan for children's next steps in their learning. As a result, children make satisfactory, rather than good progress.
- Children's understanding of a diverse society is not fully supported through the use of resources which reflect positive images of different people and varying cultures.
- The childminder does not reflect on her own practice or gain the views of the children and parents in order to continually develop the service provided.

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 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 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 qualifications and her self-evaluation and improvement plan.

Inspector

Hazel White

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives in Coventry with her husband, who is also her assistant. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and visits the shops and park on a regular basis. She takes children to, and collects them from the local schools and pre-schools.

There are currently seven children on roll. Three are in the early years age group. They attend for a variety of sessions. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- use information obtained from observing children, to identify the next steps in their development, and to plan activities that cover all areas of learning to help children make the best possible progress in their learning and development.

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

- improve children's understanding of people with diverse backgrounds and abilities by providing toys and resources which promote positive images of others
- devise and implement a thorough self-evaluation process, which includes, the views of parents and children, to identify strengths and areas for development.

Inspection judgements

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

Children are secure and move freely between the activities that are offered to them in the designated playroom. The childminder provides a sufficient range of activities that interest children. Information regarding what children can already do, their likes and interests are sought from parents when the child first attends. This helps children to settle quickly into the home and aids the childminder in providing activities that they enjoy. The childminder observes children and maintains a record of what she sees. However, her methods to

evaluate these observations are not robust enough. She does not use the observations effectively to identify children's next steps in their learning and plan accordingly. Although children are provided with some challenging activities to enhance their learning further, they are not making the best possible progress in readiness for school. Nevertheless, the activities offered mean that children make satisfactory progress. Through daily discussions, the parents are kept suitably informed of the activities their children participate in. The childminder has an adequate awareness of how to carry out the 'progress check at age two' and how to involve parents in this process.

Children self-select from a suitable range of toys and resources, most of which are stored at a low level. However, resources to promote diversity are limited, and therefore, children do not fully extend their understanding of the wider world. Language development is fostered appropriately because children join in conversations during every day routines. When young children play with a toy phone the childminder says 'hello', 'hello, who is it', and encourages them to say it back. This helps to extend children's speech and language and also consolidates their learning. Children enjoy the childminder's involvement in their play because she shows an interest in what they are doing. Together they carefully line cars in rows on the road mat, counting how many there are, and identifying the different colours. Children suggest they have a 'race' and have great fun trying to become the winner. This promotes children's mathematical skills and imagination well. The use of posters around the playroom encourage children to see letters in print which develops an understanding that words having meaning. They freely access books, looking at the pictures and turning the pages with confidence. Children are skilful with interactive toys, pressing buttons and waiting for the action to follow. Consequently, young children develop a suitable understanding of simple information and communication technology and how their actions can make things work.

Children enjoy appropriate experiences outside of the home. They walk to and from school, therefore, getting regular physical exercise, and use climbing equipment in the park. This promotes children's physical development well. Social skills are developing appropriately because children mix with others in group situations when they visit local groups. These opportunities help to prepare children for their transition to the next setting. Independence is encouraged, for example, when children are encouraged to put their own coat on and support is given by the childminder with the fastenings. This helps children in their preparation for school.

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

Children are cared for in a home which is generally well organised to enable them to make independent choices about their play. They have trusting relationships with the childminder and her assistant. These positive relationships result in happy children who are comfortable in their care. The childminder obtains appropriate information from parents about likes and dislikes and children's routines so that her knowledge of their individual needs is sound. Children learn to behave well because the childminder is a good role model and sets clear boundaries for their behaviour. Through consistent routines, children begin to understand the importance of sharing and good manners. There are some clear house rules in place and these are reinforced with patience to help children

understand appropriate behaviour. For example, toddlers learn to share some of their toys and older children negotiate and resolve problems.

Parents provide their own children with a range of healthy packed lunches and snacks. Therefore, children are developing a positive attitude and understanding of healthy eating. Daily routines, such as hand washing help children learn about appropriate hygiene practices. They also develop some self-care skills, helping tidy toys away and going to the toilet independently. Young children accompany the childminder and her assistant in taking others to the local school and nursery. These opportunities help children to become familiar with the transition into other settings.

Children gain a sound awareness of their personal safety because the childminder and her assistant make effective use of opportunities to teach children about road safety. Older children understand why they must hold hands when walking along busy roads and how to cross the road safely. Babies are safe as they are securely strapped into their pushchairs. Children learn about fire safety because they periodically practise the emergency evacuation procedure.

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

The childminder demonstrates a satisfactory understanding of her role and responsibilities with regards to child protection. She knows the procedures to follow if she has any concerns about a child. For example, she is aware of the signs and symptoms to alert her to any child protection concerns. The childminder is mindful of having visitors to her home and she checks their identity and supervises them at all times. Parents are provided with a copy of safeguarding procedure to ensure that they understand the childminder's practice. Adults in the household have been vetted and undertaken suitability checks. These were carried out by the local authority when the childminder initially registered. Consequently, children are effectively safeguarded. The childminder carries out daily visual risk assessments to help ensure children play and explore confidently in a suitable environment. She ensures that children are directly supervised in the living room when they are sleeping, and when they are observing the tropical fish in the aquarium. In addition, stairgates across the doors of the playroom prevent young children from having access to the kitchen.

The childminder has a satisfactory knowledge and understanding of the areas of learning and how children learn. This is because she has enlisted the help of the local authority early years worker and her assistant, to support her in implementing the Statutory framework for the Early Years Foundation Stage. The childminder is beginning to monitor and reflect on the quality and impact of the activities she plans and organises. However, she does not consistently use her observations to assess how well children are progressing and to effectively identify their next steps of learning. As a result, children make satisfactory progress rather than good progress in readiness for school. In addition, the current self-evaluation to promote continuous improvement in the early years provision is not yet robust, therefore, requires development. Parents' views are not sought to help her identify areas for future improvement so that any changes made, reflect their views and

needs that will have a positive impact on children.

The childminder has sound relationships with parents and shares information about children's routines and the activities they complete. They communicate daily, face to face or via the phone. This helps to ensure information sharing is effective. The childminder is aware of the importance of working in partnership with others who may provide care and learning for the children. This is so that concerns about children's well-being or development can be quickly identified and managed. Relationships with other providers delivering the Early Years Foundation Stage where children attend suitably promote continuity in children's care and learning needs, in order to sufficiently complement their learning and development.

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	504750
Local authority	Coventry
Inspection number	877207
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	22/04/2010
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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