

Inspection date	16/01/2014
Previous inspection date	25/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 ensures that children are challenged effectively so that they make good progress while they enjoy and get involved in activities.
- Children's personal, social and emotional development is addressed well by the childminder and children are happy, settled and secure. The relationship between the childminder and the children is good.
- The childminder successfully identifies and minimises risks in her home and on outings. Children are safeguarded because the childminder is aware of her responsibilities to protect them from abuse and neglect.
- The childminder promotes children's speaking skills well because she encourages them to extend their vocabulary, and when children learn and say new words she repeats the words back to them to encourage correct pronunciation.

It is not yet outstanding because

- The partnership with parents is not initially maximised. This is because information obtained from parents at this time links more to care needs and so what the child already knows and can do is not maximised to inform planning for individual learning.
- Opportunities for children to explore, build, move and role play in the outdoor play environment are not maximised because there is a lack of flexibility with regard to use of the garden throughout the year.

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 as children played in a ground floor play area.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Jan Burnet

Full report

Information about the setting

The childminder was registered in 1998. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. The childminder lives in Rugby, Warwickshire with her husband and adult daughter. The whole of the ground floor and the first floor bathroom are used for childminding. There is a fully enclosed garden for outside play. The family has a pet dog and a rabbit.

There are currently three children on roll aged under eight years and of these, two are in the early years age group. Children attend for a variety of sessions. The childminder walks to a local school to take and collect children. She cares for children all year round, Monday to Friday from 7.30am until 6pm.

The childminder holds 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:

- extend the partnership with parents by increasing the initial information obtained from them on what their child already knows and can do so that early planning is fully effective in challenging children to make as much progress as they can

- extend opportunities for children to play in the garden throughout the year so that they can explore, build, move and role play in an outdoor learning environment.

Inspection judgements

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

Children make good progress because the childminder observes and assesses their progress, and makes sure that they are challenged effectively to reach their next learning steps. Information is regularly shared with parents, and parents of the children attending are asked to share detail on learning at home which the childminder uses for next steps planning. However, information obtained initially from parents during their child's induction links more to care than to learning. Therefore, the partnership at this time is not fully maximised with regard to working together to plan for learning in accordance with what the child already knows and can do. The childminder supports children well so that they develop skills in readiness for nursery class and school. She is aware of the requirement to provide parents with the Early Years Foundation Stage progress check at age two and completes this where necessary.

Children participate in purposeful play and exploration. In a large tray that the childminder has placed on the floor, they are keen to explore the different textures of pasta, rice and split peas. They collect handfuls of rice and peas and enjoy sprinkling the mixture between their fingers and back into the tray. Children confidently decide to find shells and put them on the tray. The childminder promotes exploratory play well because she has selected different kinds of pasta for children to play with. She promotes children's language development well because she introduces new words, such as spikey and curly, to their vocabulary. She talks with children continually and when young children repeat words that the childminder says, she promotes their speaking skills well because she repeats the words back to them. Young children demonstrate good manipulative skills as they use thumbs and finger tips to break off very small bits of pasta from larger pieces. They use scoops skilfully to collect the pasta and then pour into plastic cups. The childminder promotes children's awareness of size and weight and she encourages them use scales and notice the movement of the dial as more of the mixture is added. Children decide to clear a space so that they can sit on the tray and they do so by making large sweeping movements with their hands. They enjoy making lots of noise as they move the mixture with their hands, and they listen to the quieter sound when they break up the pasta shapes.

Young children enjoy moving to music and can sing some of the words to their favourite songs. They use their good manipulative skills when they play with interactive toys and they know which buttons to press in order to play favourite songs, such as 'Old McDonald' when they are playing with the farm. Young children match, and are learning to name colours. They can post shapes into sorters and the childminder challenges them effectively because they have progressed on to playing with inset jigsaw puzzles. The childminder supports them in counting with one-to-one correspondence, for example, when she encourages children to sort bricks by colour and then count how many are in each group. Children choose favourite books for the childminder to read to them. Their enjoyment is enhanced because they prefer to sit inside a play tent with the childminder and use a torch when they look at the pictures. Children make marks with their fingers and with toys in resources, such as paint and cornflour mixed with water. Young children copy older children when playing with paper and pencil crayons and they make small marks as if writing. They create big circular marks with chalks on an easel and notice the marks that they can make with a damp sponge as they remove the chalk.

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

Children's personal, social and emotional development is given a high priority by the childminder, and children are happy and settled. Their emotional security is addressed well because a settling-in period is agreed with parents in accordance with children's different needs. Children are prepared well for their transition into other early years settings and Reception Class in school. For example, they socialise with other adults and children at groups, and during trips to the library and local shops. Children's confidence and self-esteem is promoted well by the childminder because she ensures that positive behaviour is acknowledged with praise. Strategies for managing behaviour depend upon each child's

stage of development and include distraction, explanation, and listening to what a child has to say. Children's independence is promoted well. The childminder sets out a good variety of toys in the play area, and children confidently choose and easily select for themselves. Resources are safe and meet children's learning and development needs well.

The childminder creates a warm and welcoming environment for children and their parents. Clear admission information obtained from parents ensures that individual care needs are well met. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected because the childminder encourages them to be physically active. For example, they develop confidence and skills while they use challenging physical play equipment at the park. The childminder identifies different play activities that are organised in the garden during part of the year, however, during winter months use of the outdoor play environment is not maximised to promote children's learning. Children are developing an ability to attend to their self-care needs. Their welfare is addressed effectively because the childminder ensures that the environment is healthy and safe. She teaches children how to keep themselves safe. For example, they learn how to cross the road safely and they practise the fire drill. Children's good health and well-being is promoted well by the childminder. Parents provide meals for their children and the childminder provides healthy snacks. The childminder promotes children's awareness of healthy food because when playing with toy food she encourages children to identify food that is healthy and food that is not.

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

The childminder ensures that her home is safe, secure and welcoming. She is aware of her responsibilities with regard to safeguarding children. She ensures that necessary checks are completed for members of her family who are aged 16 years and over. The childminder never leaves children unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Warwickshire Safeguarding Children Board procedures.

The childminder successfully monitors the educational programmes to ensure that children make good progress. She is aware of the requirements within the Statutory framework for the Early Years Foundation Stage and meets children's care and learning needs well. In order to review and improve her practice she welcomes advice offered by local authority development workers and other childminders. The childminder has achieved an early years qualification at level 3 since the last inspection, and an action and recommendations raised at the time of the inspection have been addressed well. Her current priority for improvement is to develop a fully effective way of keeping records of children's achievements to use for next steps planning for learning. Resources meet children's different learning needs effectively and are maintained in a good state of repair. Required documentation is kept up to date and in good order.

The partnership with parents is strong and good communication between the childminder and parents means that children's care and learning needs are met well. A range of

written policies successfully reflect the childminder's practice with regard to meeting children's needs. The childminder obtains as much information as possible about each child's individual care needs from parents and agrees with them how they can work together to meet these needs. She is aware of the importance of establishing good links with other early years providers in order to ensure continuity of care and learning.

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	201535
Local authority	Warwickshire
Inspection number	817958
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	25/03/2010
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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