

**Inspection date**

28/01/2014

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

Not Applicable

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 has a good knowledge and understanding of how children learn and develop. She assesses their skills and abilities which enables her to plan a variety of interesting activities to meet their individual learning needs.
- Children's social and emotional needs are met well because the childminder shares warm relationships with them and is sensitive towards their individual needs. Consequently, children are happy, settled and confident in her home.
- The childminder has a secure knowledge of child protection procedures and her responsibilities in the event of a concern about a child in her care. Therefore, children are fully safeguarded.
- There is strong capacity for continuous improvement. The childminder accurately identifies areas in which the service could improve. This ensures positive outcomes for children and their families.

**It is not yet outstanding because**

- Children's rapidly developing understanding of a diverse society is not optimised because they have less opportunities to play with resources which reflect positive images of different people and varying cultures.
- There is scope to improve the already good information sharing with other early years providers, to further identify children's individual learning needs and help them to make the best possible progress.

## 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 play room, kitchen, lounge and garden.
- The inspector spoke with the childminder 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 other documentation.
- 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 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband and two children aged nine and four years. The whole of the ground floor, first floor bathroom and an enclosed rear garden are used for childminding. The childminder attends a toddler group and visit shops and parks on a regular basis. She takes children to and collects them from the local school and pre-school.

There are currently six children on roll, all are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She has 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 children's awareness of people with diverse backgrounds and abilities by improving the range of toys and resources which promote positive images of others
- promote an ongoing dialogue with other early years providers and use this shared knowledge and understanding to complement children's learning so that they make the best possible progress.

## Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements. Parents are encouraged to share what they know about their children's stage of development. The childminder uses this information to plan for their future learning, and carries out regular observations to track children's progress. She knows the children she cares for very well, accurately identifying where they may need additional support in order to make good progress. Therefore, all children are well-prepared for their next stage in learning, such as starting school.

Parents are effectively encouraged to be involved in their children's learning. The childminder frequently talks to parents about their children's progress and shares their learning journal, and photographs, of them enjoying their learning through a variety of experiences. In addition, the childminder provides parents with an informative daily diary

of the activities their children take part in, and she makes suggestions of how parents can continue their children's learning at home. For example, the childminder provides parents with the names of their children's favourite songs and stories. As a result, parents can support and complement their children's learning in the home environment. The childminder shares a written summary with parents in advance of their children's progress check at age two. This aids parents and health professionals to identify any additional support that might be needed to help children reach their full potential.

The childminder organises her home well, ensuring that resources are stored at a low-level so that children can make independent choices about their play. The broad range of toys and activities are of good quality and age-appropriate. However, children's awareness of others with disabilities and different backgrounds is not routinely promoted. This is because there are fewer resources available that helps promote positive images of diversity. The quality of teaching is good. Children are motivated to learn because the childminder provides a good level of support and guidance. She recognises that all children are unique and develop at different stages and in different ways. Children have a variety of experiences that help prepare them for their future learning and the move to school. For example, regular outings to local community groups provide children with good opportunities to play and interact with other children and adults. In addition, children enjoy trips to the pet shop where they purchase food for the guinea pig and they buy fruit and vegetables from the local greengrocer.

Counting, colour, word and number recognition are promoted by the childminder at every opportunity. For instance, the childminder talks to children about the colours of the 'plastic turtles' as they line them up in order of size, and they count how many there are in the row. Children confidently name the shapes they see in the outdoor environment such as circular and triangular road signs. Furthermore the childminder extends their vocabulary as she encourages children to use words such as sphere, cube and dimensions. Children show curiosity and readily explore and investigate. They have lots of opportunities to make discoveries and express their creativity. For example, young children investigate a 'spiky glow ball' and learn that they need to 'tap it' to make the light come on. Socks become wonderful puppets, designed by the children. They carefully use felt and glue to make the faces and collectively make a puppet theatre from a painted cardboard box. As a result, children have fun and develop a positive approach to new experiences. Children enjoy regular access to a variety of physical play equipment. They climb large equipment during outings to the park and ride wheeled toys and kick and throw balls in the childminder's garden. Consequently, children's balance, co-ordination and all-round physical skills are developing well.

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

Children are happy and at ease in the childminder's care. New children settle in well because a good focus is placed on gradual settling-in procedures. The childminder makes the effort to find out about children's individual routines and any specific needs. This approach ensures consistency and continuity of care, and helps children to make a smooth transition from home into the childminder's care. The childminder recognises when

children are tired or upset and provides a welcoming and child-friendly environment for them to play and relax. As a result, children's emotional development is fostered well and they build trusting relationships with the childminder. Children show lots of confidence in their surroundings. They freely move between rooms, know where resources are kept and make lots of independent choices about their play and learning.

Children behave well and respond positively to the childminder's calm and patient manner. She is consistent in her behaviour management and children's good behaviour and effort are successfully encouraged through praise and positive body language. Children are aware of her house rules and behaviour boundaries and consequently develop high levels of self-esteem. The childminder successfully supports children's growing self-help skills. She is very patient and provides children with simple tasks that help them achieve success with some personal care skills. As a result, children happily 'have a go' at doing some things for themselves. For example, young children attempt to put their coats and shoes on before going outside, and happily help to tidy toys away.

Children learn about healthy lifestyles through activities and everyday discussions. For example, they enjoy plenty of fresh air and learn about the importance of being active. Outings to local parks and regular play in the childminder's garden provide children with a wide variety of physical play equipment and experiences. Consequently, they develop confidence and an awareness of safety as they take calculated risks and learn new skills. Regular attendance at community groups provides children with a wider range of experiences and enhances their social skills. The childminder has a good understanding of working with other providers who may care for children and is developing partnerships with nursery provision to aid transitions. Meals and snacks, provided by the childminder, are healthy and nutritious and accurately reflect children's dietary needs and parental preferences. Children learn to act in a safe manner because daily discussions and routines re-enforce safe boundaries for children. Children use the space and equipment in a safe way. For instance, they learn to use patrolled crossings when they are out on trips and how to carefully carry buckets of water in their play, so that it does not spill. Good priority is given to keeping the premises safe and well-maintained. This further ensures children safety and well-being.

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

The childminder has a very good understanding of safeguarding and the possible signs and symptoms of abuse and knows what to do if she has any child protection concerns. A comprehensive set of written policies carefully outline the childminder's procedures and responsibilities and these are regularly reviewed and shared with parents. Visitors to the childminder's home are closely supervised and all adults living in the home are appropriately vetted. Consequently, children's well-being is promoted and they are kept safe from harm. The childminder ensures that ratio requirements are consistently met. Risk assessments records are thorough and supported by daily visual safety checks and a wide range of safety precautions. For example, safety gates prevent young children from accessing the first floor of the childminder's home unsupervised. She takes a first aid kit,

carries her mobile telephone and ensures that children's emergency contact numbers are up-to-date and close at hand during outings. Therefore, identifying and minimising risks to children both indoors and outside.

The childminder effectively monitors and reflects on the quality and impact of the activities she plans and organises. She has an early years qualification, and a wealth of childcare experience which gives her a solid understanding of the areas of learning and how children learn through play. She also attends regular training to keep her knowledge and skills up-to-date. Her observations and assessments ensure she knows how well children are progressing and she can give parents accurate feedback about their child's achievements and next steps. The childminder has a positive attitude towards continuous improvement and she has identified areas for improvement. She recently introduced self-registration for children when they arrive. The competently find their name cards and display them on the wall. This effectively helps children to recognise their name, and hence promote their early literacy skills. Her next project is to add a 'mud kitchen' to the garden to further enhance children's enjoyment.

The childminder is very clear of partnership working to secure support for children with identified needs and is confident about working with other professionals to ensure prompt intervention if necessary so children's needs are met. She is aware of the benefits of sharing information between settings when children attend more than one provision. However, there is scope to enhance the already good flow of information to consistently support children's learning when they are in her care, and help them to make the best possible progress. The childminder takes great care to ensure that children and their families feel extremely welcome and valued. There are very good working relationships with parents. They are kept well informed about all aspects of the childminder's service and parents views are sought through discussion and questionnaires. Parent comments are highly positive about the quality of care and learning their children receive at the setting. They include 'fantastic feedback, her care and understanding of children is brilliant' and 'her passion for children's care and learning really reflects in how the childminder works, she recognises child's interests and focuses on these'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY465670
<b>Local authority</b>	Coventry
<b>Inspection number</b>	933765
<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>	5
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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