

Inspection date	30/01/2014
Previous inspection date	10/06/2010

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 are happy and secure with the childminder and her assistant because they provided a caring environment where children follow their familiar routines, and as a result, they settle well.
- Children learn to share and take turns as they play. The childminder uses consistent and clear boundaries, developing children's understanding of acceptable behaviour.
- The childminder effectively uses the daily routine and play experiences to promote children's awareness of safety issues and this helps children to play safely.

It is not yet good because

- Assessments are not used to consistently monitor progress or guide planning for next steps, and parental involvement in children's learning is not fully established. As a result, children's progress is not optimised.
- Children do not learn as much as they can about diversity because the childminder does not make full use of planned and unplanned opportunities to enhance and extend their understanding of the world.
- Current self-evaluation lacks rigour and is not yet robust enough to accurately identify all strengths and weaknesses, and inform ongoing improvements to the childminder's practice.

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 lounge.
- 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 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 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives in Coventry with her husband, two adult children, and their three younger children who are aged 15, 13 and 10 years. Her daughter is her assistant. The whole of the ground floor, first floor bathroom and rear garden are used for childminding. The childminder collects children from and takes them to local schools and pre-schools.

There are currently six children on roll, two are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. She has an early years qualification to level 2.

What the setting needs to do to improve further

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

- make better use of ongoing observation and assessment of each child's progress, and use this information to plan the next steps in their learning to ensure activities clearly match future learning experiences, to enable children to make the best possible progress.

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

- promote an ongoing dialogue with parents regarding their children's starting points and achievements at home, and use this information more consistently to plan ideas together to help children so that children make the best possible progress
- improve the range of activities and experiences offered to children to support their understanding of diversity and difference. For example, by providing books and resources which represent children's diverse backgrounds
- improve current self-evaluation processes so that they are robust enough to accurately identify strengths and weaknesses, and inform ongoing improvements to practice.

Inspection judgements

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

Children form good relationships with the childminder and her assistant, and develop a positive attitude to their play. They move confidently between activities and make some independent decisions about their toys and activities. The childminder has a developing knowledge and understanding of how young children learn through the activities offered. She has initial discussions with parents, about children's routines but does not consistently find out about what their children know and can do, so that this information can inform her planning. The childminder makes her own observations of the children in their play and takes photographs of them to illustrate the activities they enjoy. However, the information is not always used to plan for children's individual learning or identify their next steps to help them make good progress. Furthermore, although the childminder ensures that parents are well informed about the activities their children take part in when they are in her care, information is not effectively gathered about children's progress at home. This means the childminder does not always have a complete picture about all of the children's achievements to enable her to further support children in making the best possible progress in readiness for school.

The childminder provides an appropriately organised environment. Children readily help themselves to toys and resources, most of which are stored in low units so that they are within their reach. This means that children can initiate their own play and develop their independence. The use of posters around the environment encourage children to see letters in print which develops an understanding that words having meaning. Children enjoy the childminder, and her assistant's involvement in their play. This is because they show an interest in what they are doing, using suitable teaching techniques to help young children's speech and language. For example, children enjoy listening to their favourite stories, anticipating what is going to happen next, and they begin to learn new words because they name the objects they see on the 'chatter cards'. The childminder talks with children consistently and they enthusiastically sing rhyming songs. This helps children to develop growing language skills, and therefore, they are becoming confident communicators.

Children skilfully connect plastic tubes together to make the framework for a tent and cover it with fabric so that it becomes a 'den'. Older children learn to thread laces through the holes in a board, making various patterns. These activities show that children can construct with a purpose in mind, using simple tools and techniques competently and appropriately. Play dough gives younger children experience of messy play and develop their manual skills as they roll, examine and explore. Children enjoy outdoor play in the garden, riding wheeled toys and playing with balls. They occasionally use larger equipment in the local park. As a result, children's physical skills are suitably developing. Children are gaining skills in the use of information and communication technology, confidently pressing buttons and turning on battery operated toys with confidence. Acquisition of such skills helps to prepare young children for the next stage of their learning and moving onto school.

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

Children have trusting relationships with the childminder and her assistant. These positive relationships result in happy children who feel safe in their care. The childminder takes care to ensure she obtains enough information from parents about home routines so that she can cater for children's individual needs. Both the childminder and her assistant take time to talk to each child throughout the day so that they feel valued and quickly gain a sense of belonging. Children behave well because they learn clear boundaries through consistent routines. There are some clear house rules in place and these are reinforced with patience to encourage children to understand the importance of sharing and play cooperatively. Children develop good manners because the childminder and her assistant are both good role models.

Parents provided 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, putting their own shoes and coats on before going on the school run. Young children accompany the childminder 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 makes effective use of opportunities to teach children about the practices that keep them safe. For example, children understand why they must keep their seat belts fastened when they are in travelling in the car. They learn to sit correctly on their chairs when they are eating, and all children help to tidy toys away.

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

The childminder has a suitable understanding of both the welfare and learning and development requirements. This is because she enlists the help of her assistant, and the local authority development worker to support her in implementing the Statutory framework for the Early Years Foundation Stage. The childminder has a sound awareness of her role and responsibility in relation to safeguarding. She understands the procedures to follow should she have a concern about a child in her care. The safeguarding policy is shared with parents so that they are also fully aware of the childminder's role in protecting children from harm. The childminder carries out both visual and written risk assessments to help ensure children can play and explore confidently in a safe environment. All adults in the household have been vetted and undertaken suitability checks. Consequently, children's welfare is effectively safeguarded.

The childminder has a satisfactory understanding of the learning and development

requirements and is aware of the need to implement the progress check at age two years, for which she has supporting documentation to refer to when the times arises. She demonstrates a sound commitment to continuous improvement, for example, by obtaining an early years qualification to level 2, and attending short courses to keep her childcare knowledge up to date. The childminder is beginning to monitor and reflect on the quality and impact of the activities she plans and organises. However, the process is not fully effective in helping her focus on areas for future improvement that will have the most impact on children. For example, how consistently using observation and assessment helps children make the best possible progress in all areas of learning, and how she can best support children's understanding of the wider world.

The childminder is clear about sharing information between settings when children attend more than one provision, which enables them to work together to appropriately support and complement children's learning. She is building sound working relationships with parents. They have daily conversations about the activities their children take part in so that they are kept informed about their child's day. Parents make positive remarks about the childminder's practice. Their comments include, 'children are relaxed and comfortable in your care' and 'she is consistently reliable'.

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	EY370060
Local authority	Coventry
Inspection number	878588
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	10/06/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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