

**Inspection date**

30/01/2014

Previous inspection date

01/02/2013

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

**This inspection:**

2

Previous inspection:

4

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**

- Space and resources are organised well so that children move around freely and access toys of their choice. Children follow their own ideas, for example, moving the play dough from the kitchen to the role play area so that they can make 'biscuits'.
- Children are caring and considerate towards each other. The older children know that sharing their toys and resources is a kind thing to do.
- The childminder harnesses children's interests well. She ensures that these are included in their play in a variety of different ways so that children do not view these activities as a chore but fun and enjoyable experiences.
- The childminder engages with children most effectively, whether this is during their play or daily routines, such as lunchtime. This ensures that children successfully build on their existing knowledge and skills.

**It is not yet outstanding because**

- There is scope to enhance mathematical resources such as rulers and tapes so that children can measure height, width and length.
- Opportunities for children to convey their feelings and make their needs known can be further enhanced through the use of pictorial prompts and signs.

## 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.
- The inspector observed children having their lunch.
- The inspector spoke with the childminder about her routines and activities and engaged with the children.
- The inspector looked at policies and procedures to include safeguarding, behaviour management, risk assessments the childminder's self-evaluation form and children's learning journals.

## Inspector

Sally Smith

## Full report

### Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. On occasions she works with two assistants. She lives with her three adult children in a house in Kineton, Warwickshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play. The family has two dogs. The childminder takes children to the local shops, park and various outings on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 11 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates Monday to Friday, from 7am to 6pm, all year round except for bank holidays and family holidays. She has a National Vocational Qualification to level 3. She is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- exploit the mathematical potential even further by providing resources, such as rulers and tapes so that children can explore height, width and length
- improve opportunities for children who are less confident in their communication skills to make their feelings and needs known, for example, through pictures and signs.

## Inspection judgements

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

The childminder has a clear grasp of the Early Years Foundation Stage framework. Since her last inspection, she has worked hard to improve the observations and assessments she undertakes. She analyses the information well, linking what she sees to the Early Years Outcomes to monitor children's progress and maintains a learning journal for each child. Information gleaned from observations is used to shape planning and build on children's skills even further. The childminder knows the children well and intuitively supports their learning through positive engagement so that their progress and achievements are good. In addition, information from parents, along with children's specific interests and significant events are used to plan a range of enjoyable activities that motivate children to learn. For example, children discuss holidays and the forthcoming trip to Australia by the childminder's daughter. Children begin to gauge an understanding of concept and time as they discuss how long it takes to reach different destinations. Simple discussions help children to make sense of different environments, for example, that countries like Australia are very hot, while some countries are very cold. Children go

for various walks and visits in their local community, promoting physical activity. They visit the park and use different play equipment to develop large muscle skills. They go to the village green and touch and smell the various herbs in the planters, helping to develop their senses. They visit 'nanny's garden' where they can run around exuberantly, go hunting for bugs or become explorers. Visits to a local cafe enable children to make choices as they choose what they want to drink and then attempt to pierce straws into the cartons before quenching their thirst. They learn how to behave appropriately as they sit at the table and engage with their friends. These trips enhance children's social skills as they help children to interact with others. As a result, children develop skills and attributes to support them in the next phase in their education.

The childminder engages with children very well, listening carefully and showing a real interest in what they say. This results in some interesting and meaningful conversations which clarify, expand and build on children's speech and language. For example, as they play with the dough, older children are encouraged to describe what they are doing and begin to put quite complex sentences together. The childminder encourages younger children to move from one word utterances and put two and three words together. She reinforces these words so that children hear these and make connections in their learning, helping to develop a bank of new words. The childminder asks open-ended questions that provide children with opportunities to consolidate their knowledge. For example, one child makes a 'man' but he only has one leg. The childminder asks the child to look and see if there is anything missing. At first the child does not understand so the childminder re-phrases the question in a different way, asking the child how many legs do we have. He replies correctly and then is asked to look at his man again. This time he recognises the problem and adds the other leg. The childminder uses the opportunity to recall the jigsaws they have previously been playing with to reflect children and adults with disabilities. Children remember that some people have to wear hearing aids as they are deaf or hearing impaired. A child points to the jigsaws and says 'his legs don't work very well' and the childminder reminds children that the picture shows a child wearing callipers to help him walk. The childminder informs children that some people may only have one leg or one arm. This helps children to understand people's differences in a sensitive way. During the ongoing activity, the childminder ensures all children can join in, ensuring that there is enough dough, cutters and rollers for each child. She encourages a child whose concentration span is short and who is normally averse to messy play to join in, using his interests in cars and vehicles as a means of persuading him. He watches as the childminder manoeuvres the cars through the dough, highlighting the patterns the tyres have made. This fuels the child's interest and he follows the childminder's lead. As his confidence grows, he uses the dough in different ways, for example, transporting it in vehicles from one place to another. He plays alongside other children and focuses on the activity for a considerable length of time, helping to develop concentration skills, which in turn helps to prepare him for more focused learning at school.

Children are encouraged to move resources around to support their play, for example, using the dough to make 'biscuits' and then playing with these in the role-play area, therefore using available props to expand on their ideas. This encourages children's active learning and critical thinking, both characteristics of effective learning. Children use their imaginations further, inventing imaginary friends to play with. They build with wooden blocks, using these vertically and horizontally to make their constructions. When

assembling and joining the train track they talk aloud about the different places they are going to visit, building stories around their toys. Children regularly count and see numerals in their environment, for example, prices in their shop. They weigh out ingredients for their cakes, counting how many eggs are required before cracking these independently in the bowl. They use mathematical language associated with quantity. In general their mathematical development is promoted well although there are fewer resources such as tapes and rulers so that children can measure height, width and length.

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

The childminder provides an environment where children feel safe and secure. They readily seek cuddles and reassurance from the childminder when required and it is evident that they are comfortable in her care. She prepares children for any changes to their routines or any new and unfamiliar faces. She reminds children that, 'This is the lady I was telling you about' with regards to the inspector's visit. Children soon forget their initial trepidation and with the childminder's gentle encouragement, tentatively move from her side and gradually engage the inspector in conversation or show her their toys. The childminder is sensitive to each child's needs, taking time to discuss these with parents so that routines where possible, are consistent with home. Daily diary sheets are used to record and exchange information so that parents glean an overview of their child's day. They are also encouraged to share information from home so that transitions are smooth and children settle with the minimum of disruption.

Good use is made of all the available space for children to move around freely and safely. There are a variety and selection of resources available to children, both indoors and outdoors. A range of new equipment and resources have enhanced the learning opportunities for children. These are attractively stored in units within a designated playroom and children can access these whenever they choose. The childminder is also aware of the particular toys that each child prefers and ensures these are incorporated into daily play and focused activities. Resources are of good quality and further supplemented by a range of natural resources and those made by the childminder and children, adding real variety and a sense of ownership. For example, children make signs and play money for their shop and different matching, sorting and counting games and they thoroughly enjoy playing with these.

The childminder ensures that children's health is promoted well. She leads by example, encouraging children to wash their hands at appropriate times, for example, before they eat their lunch. A bowl is set within their reach and they help themselves to soap from the sensory dispenser, even the youngest children being encouraged to do this independently. The childminder shows the younger children how to rub their hands together, while talking this through with the older children and why this is important. Children each select their own hand towels from containers stored within their reach. Children are able to discern between these as they choose their own preferred colour of towel. This helps to minimise cross-infection while also developing their sense of belonging. Children are also gently reminded to wipe their noses when necessary and place their hands across their mouths when coughing and sneezing so that they do not spread germs. Parents provide packed lunches and the childminder works with parents to ensure that lunchboxes are healthy.

Drinks are freely available but the childminder constantly asks children if they want a drink so that they stay re-hydrated. Children regularly play outside or go for walks in their community so that they have plenty of fresh air and exercise, helping to promote their physical development. Children develop an appropriate awareness of safety and everyday play and routines are used to promote their understanding. For example, children are reminded how to hold and use knives correctly when cutting the play dough and to sit on their chairs correctly so that they do not fall off. Children wear high-visibility vests when out and about and know that these help them to be easily seen, particularly on darker nights. Visits from the police and fire-service help to raise their awareness of how to keep themselves safe in different situations. Through discussion, the childminder demonstrates an appropriate understanding and implementation of behaviour management strategies according to children's level of understanding. She has devised a behaviour chart whereby all children and adults discuss their feelings and the triggers that may prompt them to behave in a specific way. Everyone learns that time out may be required for calming things down. In this instance, children choose where they want to sit and reflect on what they have done before re-joining the other children. The childminder speaks to children calmly but in a firm voice to reinforce expectations. Routines are clearly established and different strategies are used to support children, particularly those who have difficulty in understanding what happens next. For example, the childminder has made place mats with pictures depicting their favourite things and this encourages children to sit down for snacks and meals as requested. However, there is scope to develop this further, such as introducing pictures for children to use showing how they can get attention and make their needs known.

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

The childminder has a good understanding of her responsibilities in meeting the Early Years Foundation Stage safeguarding and welfare requirements. Since the last inspection, both she and her assistant has attended safeguarding training in order to update their knowledge and understanding of child protection procedures. Her written policy has been revised accordingly and contains correct details and telephone numbers of whom to contact with any concerns. She is fully committed to ensuring that the children's needs take priority and any potential concerns would therefore be reported promptly. She is aware of the implications for her childminding should any allegations be made against herself, her childminding assistants or any other adult on the premises. The childminder's safeguarding policy takes into consideration the use of mobile phones and cameras to ensure that these are used appropriately and do not compromise children's safety in any way. The use of these is explained to parents who also clearly outline how and when photographs of their children may be used. For example, some parents do not want photographs to be used for any form of publicity and the childminder fully respects their wishes. All adults having contact with the children have Disclosure and Barring Service checks in place to determine and verify their suitability. The childminder ensures that any visitor produces relevant identification before entering the house. Emergency evacuation procedures are carried out regularly, these being on different days and at varying times to take account of patterns in attendance, so that all children participate at some point. This ensures that they are all familiar with the exit routes and older children gain a greater

understanding of why these drills are important. The childminder shows a common-sense approach in identifying hazards within the home and minimising these accordingly. As a result, she consistently promotes the safety and well-being of children.

The childminder has taken full responsibility for addressing the actions raised at her last inspection and re-assessing and evaluating what she does. She has accessed a wealth of information off the internet to raise her awareness of the Early Years Foundation Stage learning and development requirements and found this to be most enlightening and informative. It has enthused her to acquire a deeper understanding of how children learn and develop through play and more importantly, how she can best support them in fulfilling their potential. The childminder feels very motivated and is keen to sustain the improvements she has made and continue to build on these. She is constantly looking for new ideas and ways to enhance the activities she provides so that learning for children is fun and enjoyable. In doing so, she recognises it is important to implement changes a step at a time so that these are achievable. Parents are encouraged to put forward their views or any suggestions they have to improve the provision. Children discuss a 'wish list' of toys and resources they want so that any new purchases take account of these. This shows that the opinions, views and ideas of the children and parents are valued.

Good relationships are established with local agencies, professionals, playgroups and schools. The children's centre signposts the childminder to various courses so that she can better support children, for example, in the acquisition of speech and language skills. Information and regular discussions take place with staff at the playgroups so that there is consistency in the approach to children's learning across all settings.

### **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

<b>Unique reference number</b>	201333
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	906272
<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>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/02/2013
<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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