

<b>Inspection date</b>	29/01/2014
Previous inspection date	14/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- Planning for children's learning is not effective because the childminder does not observe and accurately assess children's level of achievement and use this to challenge them towards the next steps in their development.
- Children's learning is not promoted effectively through a partnership with parents because information on learning at home and while children are with the childminder is not shared.
- Parents are not made aware of all required policies and practice to safeguard children. The contact detail for Ofsted is out of date.
- Communication and language development is not promoted to full effect. The childminder does not generally ask open-ended questions, and when she does so, she often answers the question herself before giving children the chance to think and then respond.
- Opportunities for children to develop physical skills and explore, build, move and role play outside throughout the year, and opportunities for them to gain an awareness of their similarities and differences are not maximised.

### **It has the following strengths**

- Children's personal, social and emotional development is addressed well. Children are happy, settled and secure.
- The childminder and parents work effectively together to meet children's care needs.

## 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 the ground floor play area.
- The inspector looked at a selection of children's records, policies and a range of other documentation.
- The inspector spoke to the childminder, co-childminder and children during the inspection.

## Inspector

Jan Burnet

## **Full report**

### **Information about the setting**

The childminder was registered in 2005. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. The childminder lives in the Walsgrave area of Coventry with her partner and their 13-year-old daughter. Another registered childminder also works from the premises. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed area for outdoor play.

There are currently eight children aged under eight years on roll and of these, seven are in the early years age group. The childminder supports children who speak English as an additional language. She cares for children all year round, all day Monday to Friday. The childminder walks to a local school and pre-school to take and collect children.

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

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

- develop the process of observation and assessment for identifying children's level of achievement, interests and learning style, and use this to inform planning for the next steps in learning for every child so that they make as much progress as they can
- develop the partnership with parents to ensure that they are kept up to date with their child's progress and development, and use information from parents to plan for their child's learning so that the children make consistently good progress
- make sure that the complaint procedure includes the correct details for contacting Ofsted
- inform parents of the procedure in the event of an allegation being made against a childminder or anyone who lives or works at the premises, the procedure to be followed should they fail to collect their child at the agreed time, and the procedure for the use of mobile phones and cameras.

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

- extend children's language development by making sure that when asking them questions that these are open ended, and give children time to think about what they want to say and put their thoughts into words
- extend opportunities for children to play outside throughout the year to develop confidence and skills with use of large physical play equipment, and so that they can explore, build, and role play
- extend opportunities for children to learn that they have similarities and differences; for example, by extending their awareness of cultural, religious and community events and experiences.

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

The childminder is not fully aware of the Statutory framework for the Early Years Foundation Stage learning and development and assessment requirements. Her observation and assessment of children does not sufficiently identify their level of

achievement, interests and learning style. Planning for next steps in learning across the prime and specific areas of learning is weak. Consequently, this has an impact on the progress that children are able to make. The childminder obtains information from parents to ensure that children's care needs are met. However, the partnership is not effective in ensuring that information on achievements observed at home and while the child is with the childminder is shared. Learning in readiness for nursery class and school is not fully effective. The childminder is aware that parents must be provided with a progress check for their child at age two, but she is unaware that the learning priority for young children, and for this check, focusses on the prime areas of learning.

Children's personal social and emotional needs are addressed appropriately. They are happy, settled and secure. Toys are made available to children in the sitting room each day and the childminder makes children aware of other activities that they may want to play with. They choose to play with dough. Children ask for different colours to play with, but colours have been mixed in the past and so the dough has become a dark green. Children mould the dough and make marks in it with plastic knives and with cutters. They squeeze it into moulds and say that they have made cakes. The childminder supports their mathematical development satisfactorily because she encourages children to name the shapes that are moulds in a tray. Older children mould and roll the dough into a ball and the childminder encourages them to talk about how long they can roll the dough out into 'worms'. The childminder encourages children to count toys with one-to-one correspondence while she supports their play. When talking with children, she generally asks closed questions and so she does not fully support children's speaking skills. When questions are open ended, the childminder sometimes answers the question herself and so does not give children time to put their own thoughts into words. Children who speak English are encouraged to use their home language as well as learn to speak English.

Children's physical development is generally promoted satisfactorily. They practise how to manipulate objects as they play with construction toys and interactive toys, and they make marks with pencil crayons and felt tipped pens. Children enjoy joining in with the actions to favourite songs. Some role-play toys are available and children show care for dolls as if they are babies. Some role-play toys and books reflect diversity in a positive way, but children's learning with regard to differences and similarities is not fully promoted by the childminder in order to promote their understanding of others.

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

Children are happy and settled. Relationships are positive and in order to aid children's emotional security, transition from home to the childminder's provision is addressed effectively with a gradual settling-in period. The childminder creates a welcoming environment for children and their parents. Transition into other early years settings and Reception Class in school is addressed sufficiently because younger children visit the local school and pre-school with the childminder when she takes and collects older children. Children behave well and their self-esteem is built appropriately because they are praised for their positive behaviour. Children's independence is promoted appropriately because they are encouraged to manage their self-care needs and because they make decisions

about the toys that they want to play with. Resources are safe and meet children's learning and development needs adequately. Children learn how to keep themselves safe, for example, they learn how to cross the road safely.

Information obtained from parents enables the childminder to address children's individual care needs well. Information on the childminder's practice with regard to safety, illness and accidents is shared with parents so that they gain an awareness of the care provided. Children's good health is satisfactorily protected because snacks and light lunches are suitably healthy. Children's health awareness is supported satisfactorily by the childminder because at snack time she helps children to recognise healthy food as they play with a 'Five a day adventure' sheet. This is a picture of an adventure play area, and around the edges there are stickers of healthy fruits and vegetables. Children practise their small movement skills while they choose, name and select these, and then stick them onto their pictures. Children are satisfactorily physically active and some activities, such as painting, are organised in the outdoor area. The childminder explains that children practise physical skills when jumping on a trampoline in the outdoor area and when they visit the park once each week. However, their physical development is not maximised because the outdoor area is not used throughout the year, and trips to the park are not enjoyed by all children because some attend on a part-time basis. The childminder is aware of appropriate practice to protect children's health with regard to food hygiene procedures. For example, she monitors the temperature of the fridge. She ensures that the play environment is safe and secure.

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

In some respects, the childminder safeguards children appropriately because she is aware of the signs of abuse and neglect, and has information on the Coventry Safeguarding Children Board referral procedures. She provides a safeguarding policy for parents. Necessary checks for everyone aged over 16 years who lives or work in her home have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. Potential risks in the home and outdoor area have been identified and addressed satisfactorily. The childminder is aware of most of the Statutory framework for the Early Years Foundation Stage safeguarding and welfare requirements, but the partnership with parents is not fully effective. This is because some policies do not include all required information and do not appropriately reflect the childminder's practice. A legal requirement to provide parents with contact details for Ofsted is not met, and this is also a requirement of the Childcare Register. The childminder does not meet a welfare requirement and fully safeguard children because she does not provide information on the procedure in the event of an allegation being made against a childminder or anyone who lives or works at the premises. Parents are not made aware of the procedure for the use of mobile phones and cameras, and they are not informed of the procedure she will follow if a child is not collected at the agreed time.

The educational programmes are not monitored satisfactorily. Observation and assessment, teaching, and planning for next steps in learning are not effective in ensuring

that children make best progress in their learning. At the time of the last inspection one action and two recommendations were raised. An action with regard to obtaining information on parental responsibility has been satisfactorily addressed, as has a recommendation on risk assessments. The childminder was asked to develop an understanding of the areas of learning and use observations and assessments to help identify children's next steps in their learning. The childminder has partially addressed this recommendation because she is observing and recording what children do, however, next steps planning is minimal. Practice for reviewing and improving the provision is weak. The childminder has not been proactive in seeking advice and support from local authority development workers, although she says that this would be welcomed. Most required documentation is kept up to date.

The childminder is aware of the importance of obtaining as much information as possible about each child's individual care needs from parents and agreeing with them how they can work together to meet these needs. She communicates sufficiently with other early years providers to ensure continuity for children. Resources meet children's needs sufficiently.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- make Ofsted's address available to parents (compulsory part of the Childcare Register).

## 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>	EY300284
<b>Local authority</b>	Coventry
<b>Inspection number</b>	873012
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/01/2009
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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