

<b>Inspection date</b>	31/01/2014
Previous inspection date	12/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 a full range of play activities.
- 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.
- 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 very good.
- Children make good progress in their communication and language development. The childminder promotes their learning well because during her conversations with children any questions asked are open-ended and the childminder gives children time to think about their responses.

### **It is not yet outstanding because**

- The initial partnership built with parents is not fully maximised with regard to working together to identify their child's starting points in learning. Some information is obtained on what the child knows and can do, although, this occasionally lacks detail.
- Children's early literacy development is not fully maximised through displaying a wide range of different print to ignite children's interest and understanding that words have meaning.

## 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 as children played in the ground floor play areas and outside.
- 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.
- The inspector took account of the views of parents.
- The inspector checked evidence of the childminder's suitability and qualifications, as well as the childminder's self-evaluation and improvement plan.

## Inspector

Jan Burnet

## Full report

### Information about the setting

The childminder was registered in 1996. She is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder lives in the Poets Corner area of Coventry with her partner, adult daughter and a child aged 14 years. The whole ground floor of the house is used for childminding and is accessible via three steps. Bathroom facilities are located on the first floor and there is an enclosed garden for outside play.

There are currently five children on roll, and of these, three are in the early years age group and one is aged over eight. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and she helps to run one of these. The childminder cares for children all year round, Monday to Friday, from 7.30am until 5.30pm.

### 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 about what their child already knows and can do, so that early planning is maximised in challenging children to make as much progress as they can
- extend children's literacy development; for example, by providing more examples of print in the play environment so that they can learn more about words and their meaning.

## Inspection judgements

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

Children make good progress. The childminder challenges them effectively so that they acquire the skills and capacity to learn and develop in order to reach the next steps in their learning. Information is regularly shared with parents, and planning for learning includes detail provided by parents on achievements at home. However, occasionally the information gathered from parents during the initial induction period is not detailed enough about what a child already knows and can do, so that parents and the childminder can work together right from the start to plan to maximise learning. Overall, 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 a progress check at age two and completes this where necessary.

Children are happy and settled, and they speak clearly and confidently. Their language development is promoted well by the childminder as she talks with them. During conversations with children the childminder asks open-ended questions and she encourages children to think about what they want to say in response. The childminder has successfully followed a parent's lead in communicating with young children by using 'baby signing'. The childminder skilfully teaches children by promoting different areas of learning as she supports their play activities. For example, children are currently enjoying a variety of learning experiences and developing different skills during a theme about Chinese New Year. They choose to listen to a story that is linked to this theme and they ask the childminder questions and enjoy talking about the animals named in the story. The childminder encourages children to identify the sounds of different letters, for example, the 'S' letter sound for the word snake. The childminder has hidden small world toy animals in a large tray that has been filled with rice. Children find and name the animals, and they practise manipulative skills as they use scoops, pots and spoons to pour rice from one container to another. While doing this, children compare size and volume and so gain mathematical knowledge. At snack time, children eat lychees and the childminder asks, 'what does it taste like' and they discuss their opinions. Children are keen and curious about the fortune cookies that the childminder gives to them. In the home corner children dress-up in traditional Chinese clothes and play with Chinese cooking utensils and chop sticks. The childminder provides training chopsticks and children develop finger control as they enjoy practising by picking up small pompoms.

Children play together happily and cooperatively in the home corner. They make dinner and readily share the role play equipment. They decide to use the chopsticks to tap out a rhythm and the childminder suggests that they sing a Chinese song that they have been learning. Children enjoy making up their own songs and they ask the childminder to sing favourite ones with them. They count spontaneously, for example, as they climb up and down the stairs, and the childminder encourages them to name shapes and colours while she supports their play. Children explore and investigate. A recent addition to the outdoor learning environment is a mud kitchen, and in the play room children explore their senses and make marks in sand, water, wet and dry pasta, paint, gloop and play dough. Children enjoy easy access to a full range of resources every day and they confidently request toys and activities that they would like to play with. Some toy boxes are stored out of their reach and the childminder is planning to label these with a photograph showing what is inside. However, opportunities to display words in the play environment are not maximised in order to fully promote children's understanding that words have meaning.

### **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. Relationships are very good and children are happy, settled and secure. Children's emotional security is initially addressed well because a settling-in period is arranged with parents in accordance with each child's different needs. Friendships form between the children cared for by the childminder, and they socialise with other children and adults at groups. Consequently, children are prepared well for their transition in to other early years settings and the eventual move to school. Children behave well and their

self-confidence and self-esteem is promoted well by the childminder because positive behaviour and achievements are consistently acknowledged with praise. Children make choices and decisions, for example, they confidently talk with the childminder about what they want to play with and toys are organised so that children can select these for themselves. Resources are safe and meet children's learning and development needs well.

Children's good health and safety is addressed well and information on the childminder's good practice is shared with parents in policies on safety, illness and accidents. The play environment is warm and welcoming. Clear admission information obtained from parents ensures that individual care needs are well met. Children's good health is protected because the childminder encourages them to be physically active. For example, they develop confidence and physical skills when they use challenging large play equipment at the park and at various toddler groups. Children learn to attend to their self-care needs and the childminder teaches them how to keep themselves safe. For example, they learn how to cross the road safely and how to climb up and down stairs safely. Children's good health and well-being is promoted well by the childminder and she provides them with healthy drinks and snacks.

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

The childminder's home is safe and secure. She keeps her safeguarding knowledge and her awareness of Coventry Safeguarding Children Board procedures up-to-date. Consequently, the childminder is aware of the signs of abuse and neglect and her responsibility to protect children. Necessary checks for all members of her family aged 16 years and over have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's thorough safeguarding policy.

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 ensures that children's care and learning needs are well met. The childminder continually reviews her provision in order to maintain good standards. In order to review and seek to improve her practice the childminder attends training courses, discusses practice issues during childminder forums and shares good practice with other childminders at local groups. She welcomes support from local authority development workers. Some parents of the children attending hold senior positions in a day nursery and keep the childminder informed of early years issues discussed at meetings organised for managers by the local authority. Recommendations raised at the time of the last inspection have been addressed. The childminder's current priority to enhance her provision is to extend children's learning and enjoyment in the outdoor area by creating a 'den'. 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.

Good communication between the childminder and parents means that children's care and learning needs are met well. The childminder requests feedback from parents on the

service she provides, both verbally and through a questionnaire. A range of written policies successfully reflect the childminder's practice with regard to meeting children's needs. The childminder is fully 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. The childminder has experience of linking with other early years providers in order to ensure continuity of care and learning is maintained.

### **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>	510529
<b>Local authority</b>	Coventry
<b>Inspection number</b>	877264
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/02/2009
<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.

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