

**Inspection date**

13/02/2014

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 provides a wide variety of stimulating activities to promote children's learning. Consequently, they make good progress in their development.
- Children are happy in the setting where they form strong relationships and feel emotionally secure.
- Children are developing good self-help skills and learn about healthy lifestyles through the daily routine.
- Good understanding of the procedures to be followed if there are concerns about children ensure that the childminder and her assistant keep them safe.
- Successful partnerships with parents ensure children's individual needs are met effectively.

**It is not yet outstanding because**

- Children do not always have opportunities to extend their large muscle skills through a wide variety of outside play activities.

## 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 checked evidence of suitability and qualifications of adults living and working on the premises.
- The inspector observed activities indoors and during outside play.
- The inspector looked at documentation including learning journals.
- The inspector took account of written feedback from parents.

## Inspector

Adelaide Griffith

## 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 with her husband and one child aged 22 months on the outskirts of Rugby city centre. The whole of the ground floor and the rear garden are used for childminding. The family has a dog as a pet.

The childminder attends a toddler groups. She visits the shops and local park on a regular basis. She collects children from the local schools and pre-schools. The childminder supports children who speak English as an additional language.

There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm Monday to Thursday, except bank holidays and family holidays. The childminder works with an assistant. She is a member of 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:

- enhance opportunities for children to play on outdoor equipment that can be used in a variety of ways to extend their large muscle skills.

## Inspection judgements

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

The childminder has a well-developed understanding of how children learn and she provides interesting activities to promote their learning. She talks to the children throughout the activities, thereby, promoting their language skills effectively. For example, by repeating words, such as 'scoop' she broadens their vocabulary. This means that children's skills in speaking are developing well. There is a good balance of adult-led activities and child-led play because the childminder follows the children's lead during activities. Accordingly, children have opportunities and time to explore different textures of materials. Alternative ways of experiencing the feel of textures arise when children walk on the materials, such as pasta and lentils. The childminder promotes the prime areas of learning well by linking what children do to what they think. For instance, she asks open-ended questions, such as 'what does it feel like?' She gives guidance skilfully during planned activities, for example, she models how to use equipment. Children copy movements and, as a result, develop their small muscle skills well. The childminder consistently works with children's preferences to plan for their learning. For instance, children enjoy making biscuits on which they spread icing and taste what they have made.

This means that their sensory development is promoted effectively.

The childminder carries out an initial assessment with parents by inviting them to provide information about children's development. She then has a good understanding of what children can do and plans accordingly to meet their individual needs. For example, she moves them on from their starting point by including challenges specifically to meet children's needs. The childminder extends children's already good understanding, for example, by combining questions. Therefore, they move on from simple to more complex skills in interpreting what is asked. She obtains words in first languages from parents and uses these to communicate with children who speak English as an additional language. Consequently, children can develop their language skills due to the firm foundation, which the childminder creates for their development. She regularly assesses children's achievements and shares information with parents. For instance, the progress check at age two is shared with parents and they discuss how to move children on in their development. Therefore, the childminder plans for the next stage in children's learning by including tailored activities. For example, to extend children's speaking skills, she encourages them to tell stories and listens as they make these up during imaginary play.

The childminder plans weekly visits to groups where children can mix with peers in venues away from the setting. Therefore, children learn to develop confidence in other settings and in turn, their ability to play with others is growing. She also promotes children's language skills competently. This indicates that the childminder prepares children effectively for the next stage in their learning. The stimulating, relaxed environment supports children's learning well. A vast selection of high quality resources provide varied challenges for children to explore their surroundings. For example, they enjoy role play with dressing-up clothes as they pretend to be doctors.

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

The childminder interacts warmly with children at all times and cuddles them when they need comforting. As a result, children form very strong bonds and feel emotionally secure in her care. When children start in the setting, the childminder discusses with parents how she can best meet their individual needs. For instance, she ensures children sleep for the period of time agreed with parents. This arrangement ensures the continuity is maintained with practice in the home. Consequently, the move from home is stress-free for all children who settle comfortably in the childminder's care. She provides information about new children's arrival for all parents. Therefore, they have opportunities to talk with their children about what to expect. This means that children's awareness of changes within the setting is raised and they can easily form new relationships with others. Children's transition to other settings is planned for effectively because the childminder ensures they are involved in various activities. For instance, they visit the library where they learn to develop an appreciation of books and engage in activities that help to lay a foundation for their future learning.

Children are well-behaved because the childminder uses age-appropriate methods to promote their good behaviour. They are self-assured as they select resources for play or ask for those that they cannot see. The childminder responds promptly to requests,

ensuring children's preference for play is dealt with immediately. Therefore, children develop a real sense of being valued. The childminder helps children to develop an awareness of healthy lifestyles through routine activities, such as mealtimes. She supplements the contents of healthy lunch boxes with fresh fruit and vegetables, which children enjoy eating. Water bottles are always within their reach and this ensures they can help themselves as often as they wish. The childminder reminds them to drink when necessary.

On a daily basis, children have opportunities for physical play when they visit groups and they can run around in the garden. However, they do not always engage in a variety of play activities that help them develop a range of physical skills, such as climbing on large play equipment. Children learn to keep themselves safe due to reminders to sit properly on chairs. They develop good social skills because the childminder encourages them to say 'please' when they make requests. The self-help skills of children are well-developed, resulting in attempts to put on coats and shoes with minimal assistance. The welcoming environment and the freedom to choose from available resources support children to feel fully at ease in the childminder's care. Therefore, their emotional well-being is very effectively promoted.

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

The childminder demonstrates a very good understanding of the safeguarding and welfare requirements and has clear procedures that are shared with parents. Effective recruitment procedures and a comprehensive induction programme ensure assistants are suitable to work with children. The childminder and her assistant have a well-developed understanding of their responsibility to protect children. The childminder has completed training in child protection and is well-informed about her responsibility to support parents, children and her assistant. Owing to the range of procedures which are effectively implemented, children are kept safe. All aspects of the setting are highly organised, including the extremely well-resourced, dedicated playroom for children. All records required for the smooth running of the setting and to meet children's individual needs are available.

The childminder clearly understands how to meet the learning and development requirements of the Early Years Foundation Stage. Therefore, she frequently monitors and reviews the planning of activities and ensures assessments of children's progress are accurate. She discusses activities with her assistant to review how they meet children's needs. Regular supervision sessions ensure there is time to discuss training needs that contribute to current skills. The childminder is keen to maintain the professional development of her assistant and herself. For instance, a course in parenting skills enhances her ability to manage children's behaviour effectively at all times. She has plans for more training to extend the knowledge and skills of herself and her assistant further.

The thorough self-evaluation includes contributions from parents and children. Parents' feedback sheets comment positively on children's care and the progress they have made. Daily discussions ensure the childminder and parents share information about what

children do at home and in the setting. In many instances, they mirror practices, which provide continuity in children's experiences. For example, the childminder has made feeding tables for birds and have sent home smaller ones, which parents use in their gardens. Newsletters and copies of policies keep parents informed about events and procedures in the setting. The childminder has formed working relationships with other professionals and receives strong support from external agencies, although currently, children do not attend other settings. The childminder is aware of the importance of sharing information with other early years providers to ensure she provides for children's individual needs. The childminder provides a welcoming environment in which children are happy and make good progress in their learning and development.

### **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>	EY463118
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	932482
<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>	5
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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