

Inspection date

Previous inspection date

19/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 develop a warm relationship with the childminder because they have a gradual introduction to her home. They quickly gain confidence and become settled in her care. Therefore, their emotional well-being is effectively supported.
- Children enjoy healthy meals and snacks which are freshly prepared. This helps children to learn how to make healthy choices in relation to food and develop their understanding of the importance of having a well-balanced diet.
- The childminder has a good understanding of safety, carefully assessing risks to her premises and minimising hazards. As a result, children move freely and safely in the home.

It is not yet good because

- The childminder does not consistently plan to fully promote children's physical development and information from parents and the childminder's own observations are not used to best effect. As a result, children make satisfactory, rather than good progress.
- The childminder does not always obtain written permission from parents to administer medication, or consistently keep good medication records. As a result, procedures to ensure children's good health are not rigorously followed.
- Current self-evaluation is not 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 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 taking place in the lounge and designated play room.
- 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 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband and four children aged 19, 16, 13 and 12 years. The ground floor of the childminder's house is used for childminding. There is an enclosed garden available for outside play. The childminder attends a toddler group and activities and visits the park on a regular basis. She takes children to and collects them from the local schools and pre-schools.

There are currently three children on roll, all are in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She has an early years qualification at level 2 and is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- develop the educational programme for physical development by providing more opportunities for children to improve their control in large movement, for example, by regularly using the garden and recreational areas so that children can run, climb and balance on equipment
- obtain written permission from parents to administer medication, and keep a written record each time a medicine is administered to a child.

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

- improve the use of information gathered about children's starting points, their interests, and observations, to plan experiences that challenge them, so that they make the best possible progress in their learning and development
- develop an effective self-evaluation that includes the views of parents, identifies priorities and sets challenging targets for improvement.

Inspection judgements

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

The childminder has a suitable understanding of how children learn through their play and provides enough opportunities to help children to make satisfactory progress. Parents are asked to complete an 'all about me document' which provides the childminder with some information about their children's starting points and interests. Furthermore, the childminder has started to make her own observations of the children as they play, and she is beginning to identify their next steps for their future learning. However, the information gathered is not consistently used to plan for children's individual learning to help them make the best possible progress. Learning journals include photographs of children at play, illustrating the activities they enjoy. Parents know they can view their child's learning journal at any time. In addition, the childminder has daily conversations with parents, sharing relevant information about their child's achievements. Consequently, parents are suitably involved in their child's learning so that they can continue to enhance their progress at home in readiness for school.

Children are happy in familiar surroundings, as the childminder creates a family oriented environment. Most resources are stored on the floor in plastic tubs so that children can readily help themselves. As a result, children are becoming increasingly independent. The childminder plans activities and experiences that support children's play in most areas of learning. Young children have lots of space indoors to crawl, and they are supported in taking their first steps as they hold the childminder's hands until they gain confidence. They go on walks to the park to feed the ducks, and play with their toys on the decking area in the garden. As a result children get plenty of fresh air. However, overall, children have limited opportunities to develop good control and co-ordination in their physical play. This is because children do not regularly use climbing and balancing equipment when they visit recreational areas, and the garden lacks resources such as bats and balls. As a result children have fewer chances to play games in which they learn to kick, throw and catch.

The quality of teaching is satisfactory. Children enjoy the childminder's involvement in their play. She shows an interest in what they are doing and spends time engaging with children at their level. Young children begin to explore new vocabulary because the childminder talks with them consistently. She encourages children to respond to her, for example, she names parts of the body and children repeat them back to her. She consolidates their understanding and learning by asking children to point to the various parts of their face and together they sing a song about the body. This helps children to develop growing language skills and therefore, they are becoming confident communicators.

The use of posters around the playroom encourages children to see letters in print which develops an understanding that words have meaning. Children enjoy sitting on the childminder's lap to look at books and listen to their favourite stories. In addition, they also visit the library to increase their love of books and early literacy skills. Children are developing skills in the use of technology and confidently press buttons and competently turn on battery operated toys. Young children laugh and babble as they tentatively step

across a musical mat. They are intrigued to hear music as they press their feet on each footprint. Acquisition of such skills helps to prepare 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

The childminder welcomes and values all children. She provides a warm and friendly environment where good settling-in procedures help new children feel relaxed. The childminder takes time to gather appropriate information from parents about children's home routines. This helps to ensure that she has a good understanding of their individual care needs. Children form close bonds with the childminder and clearly enjoy her company, calling her 'auntie'. They confidently go to her for cuddles and reassurance. Consequently, children's emotional development is effectively promoted. Children learn to behave well because the childminder acts as a good role model in the calm and consistent way she approaches behaviour management. For example, she skilfully distracts toddlers who become frustrated and this means that tantrums are quickly diffused. The childminder offers lots of praise to develop children's self-esteem and this helps them to feel good about themselves.

The playroom is generally well-organised to enable children to make some independent choices about their play. For example, they self-select books for the childminder to read to them. They also develop some self-care skills, such as, learning to feed themselves and ably drink from a cup. 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.

The childminder supports children well to develop a good understanding of the importance of eating healthily. She provides children with a good variety of healthy meals and snacks which are freshly prepared and take into account children's individual dietary needs and parental preferences. Through effective daily routines, such as hand washing, children are learning about good hygiene practices. The childminder takes children for walks to local parks so that they benefit from fresh air. Children gain a sound awareness of their personal safety because the childminder teaches children about road safety. For example, when taking the children to school and nursery, she talks about crossing the road safely. As a result, children develop their understanding of how to be safe when they are out and about.

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

The childminder has a growing understanding of both the welfare and learning and development requirements. This is because she enlists the help of the local authority early years development team to support her in implementing the Statutory framework for the Early Years Foundation Stage. The childminder demonstrates a sound commitment to continuous improvement. She has attended some short courses to keep her childcare knowledge up-to-date and networks with another childminder to share good practice. The childminder is sufficiently organised to ensure that play is varied and purposeful. She is

beginning to monitor and reflect on the quality and impact of the activities she plans and organises. However, the process is not rigorous enough in helping her focus on areas for future improvement that will have the most impact on children. For example, she does not ensure that the educational programme is balanced across all seven areas of learning.

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 suitable environment. All adults in the household have been vetted and undertaken suitability checks. Consequently children's welfare is effectively safeguarded. All required documentation is in place. There are clear procedures for dealing with and recording accidents. However, medication procedures do not consistently meet requirements. This is because parents do not always give their written permission for each particular medication to be administered. Furthermore, there are a few occasions when the childminder has not recorded when the medication was given.

The childminder recognises the importance of building close links with parents. She has sound working relationships with them and they regularly share information so children's individual needs are consistently met. Positive written feedback demonstrates parents high regard for the childminder and the service she offers. Their comments include, 'my child is very happy and feels settled' and 'she treats children like her own'. The childminder is clear about sharing information between settings when children attend more than one provision, which enables them to work together to support and complement children's learning. The childminder is aware of partnership working to secure support for children with identified needs and is clear about working with other professionals to ensure prompt intervention if necessary so children's needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- obtain prior written permission for each and every medicine from parents before any medication is given and keep a written record of medicines given to children (compulsory part of the Childcare Register)
- obtain prior written permission for each and every medicine from parents before any medication is given and keep a written record of medicines given to children (voluntary 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

Unique reference number	EY467009
Local authority	Coventry
Inspection number	935436
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

