

Inspection date

Previous inspection date

24/02/2014

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

- Teaching is good because the childminder understands how to promote children's learning through stimulating, challenging activities that are planned taking account of the starting points in their learning. Consequently, children progress well.
- Children develop strong relationships with the childminder as they are gradually introduced into the setting. This ensures the transition from their home into the childminder's setting is relaxed and enjoyable.
- Parents receive detailed information about their child's day and systems for communication are good. Clearly written policies and procedures reflect the care provided and are shared with parents to ensure they are fully aware of the childminder's ethos of care.
- The childminder makes sure that his home is safe and well-organised and children can select resources for themselves. This helps them grow in confidence and develop independence.

It is not yet outstanding because

- Resources to build on children's understanding of people with diverse characteristics and disability are not yet established.

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.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's observation and assessment records, written risk assessments and checked the suitability of all adults in the home.

Inspector

Tracey Boland

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 two children aged two and five in Eastern Green, Coventry. The whole of the ground floor is used for childminding, as well as a first floor bathroom. There is an enclosed rear garden for outdoor play. The childminder attends a toddler groups and activities and visits the shops, library and park on a regular basis.

There are currently four children on roll, who are the early years age group and who attend on a part and full-time basis. The childminder operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. 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:

- provide opportunities for children to see positive images of those with diverse physical characteristics, including disabilities, to further support their understanding of the world.

Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn and develop and supports children to make good progress. This helps prepare them for nursery or school. Effective use of ongoing observations and assessments of children enables her to effectively monitor their development, while engaged in a wide range of interesting activities and play experiences. She clearly identifies the next steps in their learning and plans for their future learning needs taking account of parent's ideas and wishes also. Photographs enable parents to see the pleasure and enjoyment children have throughout the day and parents are actively encouraged to share their child's learning at home. Individual learning journals are shared with parents, who take them home and are encouraged to make their own comments. This enables them to remain up to date with their child's ongoing progress. Children are actively involved in choosing activities. Resources are stored in low-level boxes, which are labelled and have pictures reflecting the toys that are within them. This enables children of all ages and abilities to make informed choices with regard to their play and develop their independence.

The childminder understands the prime and specific areas of learning and plans according to children's ages and abilities. Children's language is encouraged as the childminder asks

questions to extend their thinking and language skills and encourages them to recall past events. For example, she talks to a child about their morning at nursery and the activities they enjoyed. Children currently share a love of art and craft activities and thoroughly enjoy gluing, sticking and creating many collage pictures to take home and share with their parents. There are ample resources available, which are well-maintained and cleaned after each use. Children thoroughly enjoy playing with dough. They identify the colours of the dough and develop their senses as they manipulate it to make various shapes. They build their small muscle skills using small tools to cut, roll and shape the dough and enjoy making caterpillars and various animals. Children's understanding of mathematics is heightened through counting in everyday situations, such as counting the stairs and playing simple board games where they have to race to collect as many small balls as possible in a given time. Children enjoy cooking activities where they talk about the ingredients they are using, weigh and measure the ingredients, either using scales or for younger children, filling cups to the required amount and enjoy mixing and stirring them and talking about the changes to the mixture. They enjoy eating the foods, such as cakes and their own pizzas they have made, which gives them a sense of pride in their achievements while encouraging their learning.

Children's enjoyment of books is encouraged as they freely access a variety of books and sit with the childminder reading their favourites; they join in with familiar text and identify key characters. Their enjoyment is further enhanced as they regularly visit the library to choose new books. This develops their awareness of their community and of the wider world. Children access resources that raise children's awareness of the diverse society in which they live, including dressing-up, role play, small world and books. Children are actively involved in learning about cultural celebrations that encourage their understanding of similarities and differences and try foods from different countries. For example, they have recently celebrated Chinese New Year, making their own lanterns, talking about how and why it is celebrated and trying foods, such as prawn crackers. However, children's understanding of disability is not as strong due to resources that reflect positive images of disability are still being developed.

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

Children's safety is paramount and effective steps are taken to ensure the environment is safe, secure and suitable. Daily visual checks alongside written risk assessments ensure children remain safe. All children are made fully aware of the procedure to follow in the event of an emergency and fire drills take place monthly. Children are encouraged to explore the environment while keeping themselves safe. For example, they learn the importance of road safety and not talking to people they do not know. As a result, children develop an understanding of how to keep themselves safe. The childminder is supportive of children as they learn to negotiate when sharing toys. She is a good role for children and they learn the importance of sharing toys and taking turns. Children receive lots of praise and encouragement and the childminder acknowledges their achievements. This has a very positive impact on children's confidence and self-esteem and encourages them to feel good about what they do.

Children's social skills continually develop as they attend various groups and settings that enable them to meet with other children, enjoying new experiences. This successfully helps prepare young children for the transition to pre-school. Children benefit from plenty of fresh air each day and spend time outdoors in the garden, walking to and from school and visiting local parks and places of interest. They use a variety of resources, such as, a slide, see-saw and a small trampoline alongside large climbing frames and swings at the park. This effectively promotes their physical development and they learn that exercise is good for their bodies. Children's health is promoted very well. For example, the childminder offers support to help them learn sensible hygiene routines and nappy changing routines are sensitive to the child's needs. Children's independence skills are actively encouraged as they feed themselves and access their drinks as they wish to. Parents provide packed lunches for their children, which ensure they have a balance of foods throughout the day.

Children's emotional development is promoted very well and they develop secure, trusting relationships with the childminder and each other. Interaction is extremely good and children clearly feel safe and secure in her care. Their individual needs and preferences are discussed in detail with parents and their routines incorporated into their day. Effective settling-in procedures make the gradual transition from home into the childminder's care a positive experience. This promotes children's feelings of safety and they settle easily in her care.

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

The childminder fully understands her role and responsibility with regard to safeguarding children in her care from abuse and neglect. They remain safe and protected from harm in her care as she is fully conversant with the correct procedures to follow should she have concerns about a child. All adults within the home have been successfully vetted ensuring they are safe to be in the proximity of children, who are not left unattended with any other adults. Comprehensive written policies and procedures reflect her ethos of care and are shared with parents. All required documentation is maintained, including children's personal details and individual requirements. This enables her to effectively incorporate them into the day. Consequently, children's needs are well-known and their safety assured.

The childminder actively seeks to enhance her knowledge and understanding in the childcare field by accessing training through the local authority. Her understanding of good practice is further enhanced as she meets with other childminder's to share ideas, keeping up to date with current practice and changes to legislation. Strong working relationships have been formed with parents, who share their views and comments about the service they receive. The childminder values their comments, which are gained through the use of questionnaires, daily diaries and verbal discussion. Through the ongoing evaluation of her service, she is able to set appropriate targets for improvement, which has a positive impact on children she cares for.

Partnerships between parents and the childminder develop during the initial introduction to her home. Detailed discussion takes place with parents, who are encouraged to share detailed information about their child's needs. This enables the childminder to effectively incorporate their needs and routines into the day. This has a positive effect on children as the transition from home to the childminder's house is relaxed and happy. Daily diaries effectively enhance the strong communication and inform parents about their child's day, progress and achievements. The childminder has formed good relationships with local schools and providers and understands the importance of sharing information to provide continuity of care and support children's learning. The childminder uses her ongoing observations of children to identify any potential gaps in their development and support parents in gaining early intervention as needed. The childminder is fully aware of the importance of the 'progress check at age two', working closely with parents to complete a report to share with other health professionals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY466542
Local authority	Coventry
Inspection number	933170
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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