

Inspection date	10/03/2014
Previous inspection date	15/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. She uses this to provide interesting activities and outings, which develop children's skills and knowledge.
- Children are valued and respected as unique individuals. They feel safe and secure while in the childminder's care and confidently seek additional support, comfort and reassurance if required.
- Strong partnerships with parents have been formed. Clearly written policies and procedures reflect the care provided and are shared with parents to ensure they are fully conversant with the childminder's ethos of care.
- The childminder is vigilant with regard to children's safety and takes effective steps to ensure her home is safe, secure and well-organised. Children make informed choices with regard to their play which helps them grow in confidence and develops their independence skills.

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 spoke to all parents prior to the inspection.
- The inspector looked at children's observation and assessment records, documentation and checked the suitability of adults in the home.

Inspector

Tracey Boland

Full report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged five months in Potters Green, Coventry. The whole of the ground floor is used for childminding. There is an enclosed rear garden for outdoor play. The childminder attends toddler groups and visits the shops and park on a regular basis. There are currently four children on roll, two of whom are in the early years age group and attend on a part and full time basis. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 demonstrates a good knowledge and understanding of how children learn and develop and supports children to make good progress in the prime and specific areas of learning. This helps in the preparation for nursery or school. Comprehensive observations and assessments of children's abilities enables the childminder to effectively monitor their development and they enjoy a wide variety of interesting, challenging activities that encourage them to have good fun. Information gained from her observations is used to clearly identify the next steps in each child's learning and she plans to ensure they have every opportunity to progress. Delightful learning journals reflect the activities and the enjoyment children have which are shared with parents. Their views and opinions are welcomed and information about activities is shared, enabling them to continue their child's learning at home and keep up to date with their child's ongoing progress. Independence skills are encouraged as children choose from a wealth of resources stored in transparent, labelled boxes. This ensures all children are able to make informed choices with regard to their play.

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. This also includes discussions about special people in their lives. Children's creativity is continually encouraged as they use a good selection of art and craft resources. They enjoy painting and sticking activities, for example, decorating terracotta

pots using a variety of colourful paints and ribbons for forthcoming celebrations, such as Mother's day. Children are encouraged to talk about their extended family, such as their grandparents, talking about the lovely times they spend with them and talking about feelings. The activity is extended further through visiting the garden centre to choose the plants they wish to put in the pots, talking about the importance of caring for them, watering them and watching as they grow. Children's individual interests are taken into account when planning activities. For example, one child's fascination with sharks was supported through a visit to the Sealife centre to watch as they swam around the large tank and walking through a tunnel to watch as they swam over them. Their enjoyment was clear as they recalled the visit, the other fish and creatures they saw and talking about the books they bought about sharks. Children develop their small muscle skills as they make their own play dough, manipulating the mixture and adding various food colouring and scents to enhance their senses. Their understanding of numbers and counting skills are actively encouraged through cooking activities, which involves weighing and measuring the ingredients with the support of the childminder. Children begin to understand about how foods grow and the food chain as they use foods they have collected from the childminder's allotment as topping on their home made pizzas. This also promotes their understanding of foods that are good for them, giving them a sense of pride in their achievements while encouraging their learning.

Children enjoy choosing from a wide selection of books, sitting alone or with the childminder to look at them. Their favourite story is about a caterpillar that has a love of different foods and they join in with familiar rhyme and text. The story encourages their understanding of the life cycle of insects and that print carries meaning. Their enjoyment is further enhanced as they visit the library to choose new books. This develops their awareness of their community and of the wider world. Children access resources that develop their awareness of the diverse society in which they live, which include dressing up, role play, small world play 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 recently celebrated Chinese New Year, visiting a Chinese restaurant to choose a variety of foods as part of the celebration and using chopsticks to eat it. However, children's understanding of disability is not as strong, as 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 a priority and the childminder takes effective steps to ensure that her home and garden are safe, secure and suitable. Written risk assessments identify potential risks and the steps taken to minimise them. Their safety is further assured through daily visual checks and the vigilance of the childminder. Clear evacuation procedures are in place and practised with the children to ensure they understand the importance of leaving the home in the event of an emergency. 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 and only approaching dogs when the owner has told them it is safe to do so. Consequently, children learn how to keep themselves safe. Behaviour is good. Children learn to take turns and share the toys and are encouraged to be kind to each other. They receive lots of praise and encouragement

which builds their self-esteem and confidence.

Children develop excellent social skills as they regularly meet with other children, visiting local groups and places of interest that encourage them to form relationships with a wide group of children and experience new and challenging experiences. This effectively supports children for the transition to pre-school. Children enjoy plenty of time outdoors spending time in the garden and also visiting the childminder's allotment. They have great fun using small tools to dig the soil, plant fruit and vegetables, monitoring them as they grow. Once ready they help dig them up and pick them and use in the many cooking activities they enjoy. They use a variety of large equipment when visiting parks and places of interest such as the park which encourage them to be active and develop their physical skills further. This helps them to understand 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. As children grow they become independent in their own personal care needs, such as using the bathroom and hand washing at appropriate times throughout the day. Parents provide packed lunches for their children, which ensure they have a balance of foods throughout the day although a wide variety of freshly prepared foods can be provided by the childminder if preferred. These take account of individual dietary needs and preferences and promote good health.

Children develop secure relationships with the childminder who takes time to ensure they feel safe, secure and loved. Interaction is excellent. Children have their emotional needs met very well and support, cuddles and reassurance ensure their feeling of belonging. Children's individual needs and preferences are very well known by the childminder who takes time to ensure they are incorporated into their day. Effective settling-in procedures make the gradual transition from home into the childminder's care a relaxed, enjoyable experience and children are happy to attend and enjoy the experiences provided for them.

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

The childminder demonstrates an excellent understanding of her role and responsibility with regard to safeguarding children from abuse and neglect. She fully understands the process to follow should she have a concern about a child to ensure their safety is assured. Children are not left unattended with other adults and clear routines ensure that all members of the household are safe to be in the proximity of children. Concise written policies and procedures truly reflect her ethos of care and are shared with parents. Documentation required for the effective care of children is maintained which incorporates children's personal details and individual requirements. As a result, children's needs are very well known and their safety assured.

The childminder is proactive in continually developing her knowledge and understanding in the childcare field, regularly attending training through the local authority. This is effectively supported through sharing good practice with other childminders that she meets regularly. As a result, she keeps abreast of any changes to practice with any changes to legislation and current practice. Excellent relationships have been established

with parents who speak highly of the care provided. Their comments include 'She provides fantastic care, my child has healthy meals and good variety of play. We share a communication book and project books are completed to show the days out and the places they have visited. I would recommend her 100%'. 'The best childminder that money can buy. She is warm and caring and interacts excellently with my child'. The childminder actively seeks the views and comments of parents through the use of questionnaires, daily communication books and verbal discussion. She uses her own reflection of the care she provides alongside their comments to set appropriate targets for improvement, which has a positive impact on the children she cares for.

Excellent partnerships between parents and the childminder have been formed. Time spent getting to know each child and their parents at the start of their child's placement ensures comprehensive information about their child's individual needs are discussed and known enabling her to effectively incorporate them 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 communication books enhance their partnerships further, keeping them fully informed and involved in their child's learning. The childminder understands the importance of developing good relationships with local schools and providers, sharing information to provide continuity of care which further supports children's learning. Detailed observations of the children enable the childminder to identify any possible gaps in their progress and 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**

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

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	EY336997
Local authority	Coventry
Inspection number	873314
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	15/02/2010
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.

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