

Inspection date	21/02/2014
Previous inspection date	26/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 has good teaching skills. She provides a wide range of experiences that interest and engage children in their learning. This helps children to make good progress in readiness for school.
- Children are happy and settled in the childminder's care. They have a gradual settling-in period which helps them to gain a sense of belonging and develop the confidence to explore their surroundings.
- The childminder has close working relationships with parents. This makes a strong contribution towards the childminder being able to effectively meet children's individual needs, and ensure inclusive and continuous care for children.
- Regular self-evaluation by the childminder helps to make sure that priorities for development are identified and acted on to promote good quality education.

It is not yet outstanding because

- The garden is sometimes not used to best effect so that children can develop their understanding of the natural environment to the optimum.
- There is scope to extend the children's already rapid understanding of mathematics by increasing opportunities for them to further experiment with quantities and measures.

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 compulsory part 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 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 2010 and is on the Early years Register and the compulsory part of the Childcare Register. She lives in Coventry with her husband and two children aged two and three years. The whole of the ground floor and upstairs bathroom are used for childminding. There is an enclosed garden available for outside play. The childminder is able to take children to, and collect them from local schools and pre-schools.

There is currently one child on roll in the early years age range and they attend for a variety of sessions. The childminder operates all year round from 7am to 10pm, Monday to Friday, except bank holidays and family holidays. The childminder has an early years qualification at level 3.

What the setting needs to do to improve further

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

- create additional opportunities for children to experiment with quantities and measures, for example, through cooking activities and regular sand and water play
- provide more frequent opportunities for children to explore nature and gain further understanding of the world, for example, by making better use of the garden.

Inspection judgements

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

The childminder provides a warm and caring environment, which effectively supports children's play, learning and development. Children's starting points and individual needs are thoroughly discussed with parents. This ensures that the childminder is able to provide activities which appropriately meet children's individual needs. The childminder observes children at play and this information is skilfully used to plan for the next steps in their learning and development. Assessment enables the childminder to accurately identify the children's next steps in their learning so that they continue to make progress. The childminder works successfully with parents to support children's individual needs and to discuss their child's progress. Parents are encouraged to support and share information about their child's learning at home. As a result, all children are making good overall progress and are preparing well for school.

The well-organised environment enables children to readily help themselves to toys and resources because most are attractively stored in low-level units. Children confidently move between activities, consequently, they develop good levels of independence. The

quality of teaching is good. The childminder supports children's speech and language development well by asking questions as she joins in with their spontaneous play. For example, she asks a child who is going on an 'adventure', what might be useful to help the child to collect 'treasure'. The child has an 'idea' and thinks 'magnifying glasses' will help. The childminder introduces new words such as 'metal detector' and 'devices', this effectively builds on their vocabulary. Children become increasingly interested in books, listening to their favourite stories and looking at picture books together. The childminder teaches children the correct words to describe baby animals such as 'kitten' and 'puppy'. Furthermore, the environment is rich in print and this effectively promotes children's understanding that words have meaning.

Children are able to identify many different shapes, and reliably count and match numbers. For example, they count how many hearts there are on a puzzle, and find the correct number to correspond with the total. Children excitedly tell the childminder 'i know it is eight because the number tells me it is eight'. The childminder teaches children how to know the difference between a rectangle and a square, and they discuss how some numbers look similar. Children group objects in order of size, learning about biggest and smallest. However, children do not have as many opportunities to learn about weighing and measuring to optimise their rapidly growing understanding of mathematics. Children competently operate information and communication technology equipment. They use torches, programmable toys, calculators and a cash register in their role play. As a result, children gain useful skills they will need for future learning and the transition to school.

Children are creative and use their imagination very well. For example, a tool box becomes a 'treasure chest'. They use play dough to make a 'gigantic dinosaur' with a 'balloon nose', that will 'run so fast that it can chase anything in its way'. Children thoroughly enjoy role play, making 'tea' for adults and taking their 'babies' for a walk. Consequently, these activities successfully support children's fantasy and pretend play. Children gain good physical skills. They enjoy visits to the local park where they climb large equipment and learn to kick, throw and catch balls. Children notice the changes in trees when they are out and about. They name the seasons and discuss how the wind makes the leaves fall off the trees. However, the garden is not used to full effect so that children understand as much as they can about the natural world. This is because they do consistently have opportunities to plant, grow and explore nature. Children walk in the community and meet people to help them learn about the world around them. A good range of resources also help children gain an awareness of the diverse society in which they live. Children learn that we can communicate in different ways because the childminder is bilingual. Consequently, children have a growing understanding of similarities and differences in people.

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

Children are happy and content because of the gradual introduction to the childminder's home. The childminder is very friendly and she creates a calm environment where children quickly form warm and caring relationships with her, and her family. Consequently, children develop a good sense of belonging. The childminder gathers useful information from parents when children first attend her setting. Parents complete an 'All about me'

document which the childminder effectively uses to support children's individual care needs. This enables her to settle children quickly, and as a result, their emotional well-being is successfully fostered. Children show lots of confidence in their surroundings. They know where a good selection of resources are kept and make lots of independent choices about their play and learning.

The childminder successfully supports children's growing independence through praise, role modelling and encouragement. They are able to put their shoes and coats on correctly and competently feed themselves. Consequently, children develop good self-help skills. Unwanted behaviour is managed in a calm, fair manner, taking into account children's age and level of understanding. As a result, children behave well and develop a respect for the needs and feelings of others. Children understand the need to share and be kind to each other because the childminder sensitively and gently reminds them of expected behaviour. This helps build children's high levels of self-esteem. Children enjoy good experiences outside of the home. These include, going on regular local walks and outings, such as visits to various libraries and parks. These opportunities introduce children to group situations whereby they socialise. This helps to prepare young children for the transition to other settings.

Parents provide their own children with a healthy packed lunch. Children from a young age are encouraged to sit at the table to eat. The childminder discusses children's individual dietary needs and preferences with parents during settling-in time and ensures these are met. Through effective daily routines, such as hand washing children are learning about good hygiene practices. Children receive plenty of fresh air and exercise and this contributes to their physical health and well-being. Children effectively learn about safety matters as the childminder consistently reminds them of the rules that keep them safe. For example, toddlers learn not to climb on furniture because they could fall and bump their head and they help her to pick the toys up off the floor to prevent them from tripping.

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

Following a recent visit from Ofsted, the childminder was set an action regarding the requirement to notify the local children's social care services and, in emergencies, the police of any child protection issues without delay. The childminder has reviewed her policies and in doing this, she has a clearer understanding of the safeguarding and welfare requirements. She has a good awareness of the possible signs and symptoms of abuse and knows what to do if she has any child protection concerns. Her safeguarding policy is shared with parents so that they are aware of her role and responsibilities in protecting children from harm. The policy includes the use of mobile phones and cameras. In addition, the childminder has recently booked herself onto a safeguarding children course, so that she is completely up-to-date with current practice. She has a clear understanding of informing Ofsted of any significant events, and any changes to her provision. Visitors to the childminder's home are closely supervised and all adults living in the home are appropriately vetted. Consequently, children's welfare and well-being is effectively promoted. The childminder's home is safe and secure, and children are closely supervised.

Risk assessments are regularly conducted and take account of all areas children have access to. The process is effective in identifying and minimising risks to children and keeping them safe.

The childminder demonstrates a strong enthusiasm and capacity for improvement. She has added to information technology resources so that children gain good skills for their future learning. Furthermore, she has reviewed how toys are stored so that children can become more independent and there is additional space available for them to play. This has a positive impact on children's learning. She suitably monitors the delivery of the educational programmes, planning and assessment, and this helps to ensure children's care and learning needs are clearly identified and met. She welcomes the support of the local authority and researches the internet for relevant childcare information that she finds useful to use when reviewing her planning. The childminder fully understands the importance of continuous professional development and has attended a variety of early years short courses since the last inspection.

The childminder is clear about the benefits of sharing information between settings when children attend more than one provision to consistently support children's learning in her home and help them to make the best possible progress. She has previous experience working in a school setting so uses her knowledge to develop strong partnerships. The childminder has good working relationships with parents. They are kept well-informed about all aspects of her service and their views are sought through discussion. Their comments are highly positive about the quality of care and learning their children receive. They include 'i am extremely happy with the care' and 'she provides range of activities including plenty of outdoor exercise'. 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 **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	EY414635
Local authority	Coventry
Inspection number	953052
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	26/11/2012
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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