

Inspection date

13/03/2014

Previous inspection date

16/08/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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

- The childminder successfully minimises potential risks to children in her home and garden and she is aware of her responsibilities to protect children from abuse and neglect.
- Children are happy, settled and secure and the relationship between the childminder and the children is strong.
- Young children's communication and language skills are developing well. When the childminder talks with children, she encourages them to think and extend their vocabulary because she asks open-ended questions.

It is not yet good because

- Assessment of children's learning and development is not used with full effect by the childminder to plan for next steps in learning and ensure that all children make as much progress as they can.
- Opportunities for children to learn about their similarities and their differences are not maximised. Sensory play opportunities for young children are not maximised because the childminder does not provide everyday objects for them to explore or encourage them to mix different media.
- Monitoring and self-evaluation are not fully embedded in the childminder's practice so that areas for improvement are continually identified in order to ensure that children's care and learning needs are continually well met.

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 as children played in ground floor play areas.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the childminder's suitability and training.

Inspector

Jan Burnet

Full report

Information about the setting

The childminder was registered in 2007. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives in Coventry. The whole of the ground floor of her house is used for childminding and the bathroom is on the first floor. There is an enclosed rear garden for outdoor play. There are currently six children on roll and of these, three are in the early years age group and two are aged over eight. The childminder supports children who speak English as an additional language. She cares for children Monday to Friday from 7.30am to 6.15pm, all year round except for family holidays. The childminder is a member of the 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:

- make sure that assessment of what children know and can do is used consistently and effectively to plan for the next steps in their learning, so that they make best progress.

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

- extend practice for children to gain a greater awareness of their similarities and their differences, and the wider world, for example, by celebrating and valuing cultural and religious events and experiences
- increase opportunities for babies and young children to explore and use a wider range of different media and materials, to enhance their sensory development and creativity
- use self-evaluation, including the views of parents and children, to contribute to the monitoring and assessment of the strengths and areas for development of the provision.

Inspection judgements

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

The childminder ensures that children are appropriately challenged so that they make satisfactory progress in their learning and development. Her initial assessment of each child's stage of development is made using information from parents on what their child already knows and can do. The childminder then observes children and assesses their learning. However, her assessment of children's abilities is not used with full effect to plan next steps in their learning across all areas of learning. Consequently, this has some impact on the progress that children are able to make. Information on achievements is shared between the childminder and parents and she supports children satisfactorily so that they develop skills in readiness for nursery class and school. The childminder is aware of the requirement to provide parents with a progress check at age two.

Children are happy, settled and secure. The childminder promotes children's language development effectively at their different stages of development and children communicate with her confidently. Some young children are able to use short sentences when they talk with the childminder and she extends their thinking and their vocabulary because she asks open-ended questions. Other young children say single words and the childminder supports them well by repeating the words they say back to them. Young children also 'babble' while they play and the childminder interprets their wants and needs through their expression and body language. She encourages children to put two words together and she asks them open-ended questions about the sounds that different small world animals make. Children who speak English as an additional language are supported sufficiently in using their home language as well as in learning to speak English.

Children's physical development is supported well by the childminder. Manipulative skills are practised as children play with construction toys and interactive toys and they make marks on paper with pencils and crayons. Young children currently hold writing materials in the palm of their hands and the childminder explains that as manipulative skills develop they begin to use a thumb and two-finger grip. Young children's mathematical development is addressed appropriately by the childminder. They are beginning to match shapes when playing with posting toys and they gain an awareness of different sizes when they play with stacking beakers. The childminder encourages children to count and match colours when they play with toys such as building bricks. Children play with paint and dough. However, the childminder does not provide a full variety of different sensory experiences for children. They do not mix and explore different media and they do not explore natural resources. Some books promote children's senses appropriately and some reflect a positive image of diversity. However, the childminder's practice is not maximised with regard to raising children's awareness of their similarities and their differences in order to promote an understanding of the wider world.

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

Children's personal, social and emotional development is addressed well by the childminder. Her interaction with children is continually positive and children are happy and confident. Their transition into other early years settings and reception class in school is addressed satisfactorily because they get to know other adults and children at toddler groups. Children behave well and the childminder encourages kindness and consideration to others, sharing and turn taking. For example, young children are praised when they

readily offer small world toys to babies who are playing alongside them. Children's self-confidence is addressed well because they are praised for their achievements and for their positive behaviour. Children's independence is promoted effectively. For example, they make a good attempt at putting on their coats and shoes before playing outside. They are learning to address their own self-care needs. Resources are safe and meet children's learning and development needs appropriately.

The childminder creates a warm and welcoming environment for children and their parents. Information obtained from parents enables her to address children's individual care needs satisfactorily. Information on the childminder's practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected sufficiently because the childminder encourages them to be physically active in the garden at her home, at the park and at toddler groups. Parents provide meals and the childminder considers children's good health by addressing food hygiene procedures appropriately. Children's welfare is addressed satisfactorily because the childminder ensures that the environment is safe and secure. Children learn how to keep themselves safe, for example, they learn how to climb up and down the stairs safely and they practise the fire drill.

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

The childminder's home and garden are safe and secure. She is aware of her responsibilities with regard to safeguarding children and ensures that all children are continually supervised while in her care. Required ratios are maintained. Necessary checks for the childminder have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. The childminder is aware of the Coventry Safeguarding Children Board procedures, and she provides a written safeguarding policy for parents.

The childminder uses her knowledge on how children develop and learn to ensure that children make satisfactory progress, although planning for future learning is not fully effective. Children's well-being is addressed satisfactorily because the childminder attends training and keeps her first aid certificate current. Actions raised at the time of the last inspection have been addressed appropriately. Recommendations linked to broadening children's understanding of the wider world and implementing processes for self-evaluation have been addressed in part by the childminder, but the childminder's practice is not maximised. In order to review and improve her practice, the childminder welcomes advice and support from the local authority development worker. In 2013 during one of the advisor's visits, the childminder achieved a good outcome following a 'Family Child Care Environment Rating' review. Family members support the childminder in accessing websites that aid her in the process of reviewing and improving her provision. However, she has not embedded the use of self-evaluation in order to ensure the continuous improvement of her provision. Required documentation is kept in satisfactory order to support children's safety and welfare.

The partnership with parents promotes children's care and learning needs appropriately. The childminder is aware of the importance of obtaining as much information as possible

about each child's individual needs from parents, and agreeing with them how they can work together to meet these needs. A range of written policies are provided for parents, and these contain required information and appropriately reflect the childminder's practice. Children do not currently attend any other early years provision, but the childminder is aware that links with other providers ensure continuity of care and learning for children. Resources are well maintained and meet children's needs sufficiently.

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	EY361217
Local authority	Coventry
Inspection number	934508
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16/08/2013
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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