

Inspection date

Previous inspection date

19/03/2014

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

- The childminder delivers a range of suitable activities to promote children's learning. They enjoy the activities and are making some progress.
- Children are happy in the setting where they form strong relationships and feel emotionally secure.
- Children are protected because the childminder has a secure understanding of procedures to be followed if there are concerns about their welfare.
- The good relationships with parents ensure children's individual needs are addressed appropriately.

It is not yet good because

- The planning of some activities is yet to ensure good links are made between children's learning needs and their stage of development. This is, in part, due to some weaknesses in the arrangements for assessing children's progress.
- There is scope to improve monitoring and ongoing review of children's assessments to better identify the progress of some children and where they need further support.
- The self-evaluation does not always take account of the main weaknesses to ensure improvements are made that benefit children's learning effectively at all times.

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 checked evidence of suitability and qualifications of those living and working on the premises.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector looked at documents, including children's learning journals.
- The inspector observed activities during the inspection.

Inspector

Adelaide Griffith

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, who is also her assistant, in the Austrey area of Atherstone. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and takes children to playgroups. She visits the shops and local park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age range and attend for a variety of sessions. The childminder's provision operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- improve the planning of challenging and enjoyable learning experiences by taking more account of children's individual needs and stage of development and provide activities that support their learning effectively at all times
- improve the use of assessments for all children to better understand their levels of achievement and use the information to plan and shape learning experiences to ensure each child makes good progress across all areas of learning.

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

- improve monitoring to ensure assessments are consistently reviewed and used to ensure that children receive the support they need
- review the self-evaluation to identify priorities for improvement to support long-term achievements for all children.

Inspection judgements

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

The childminder provides a suitable range of activities to promote children's learning. She observes what children enjoy and plans around their interests. The childminder knows the

children well and ensures they can always reach favourite resources that support their play. She provides daily activities to encourage them to practise their skills. For instance, she includes a creative activity daily with the use of a variety of materials and resources. The childminder ensures children have opportunities to make marks in paint by using a selection of brushes. She generally encourages children's learning by naming colours while they use brushes to apply paint to the paper. This means that children develop an understanding of, for example, yellow and red. However, the childminder encourages children to make circular marks also. This is unrealistic according to children's current development stage as they are only just beginning to use brushes to make random marks. They are not yet at the stage where they can use one-handed tools with good control, in order to achieve in the task.

Conversely, the childminder has a clear understanding of promoting the large muscle skills of babies. She provides consistent opportunities for them to pull up to stand and to take first steps. The childminder provides guidance for children to move around by holding her hands. She plans a variety of activities, including singing to promote their listening skills. The childminder shows them how to tap on the tambourines during play with musical instruments. Therefore, children enjoy the activities and develop their small muscle skills and they pay attention to grasp what she does. The childminder models language by saying words for children to repeat. Consequently, their vocabulary is growing as they say simple words, such as 'up' and 'cat' during play.

Arrangements for planning, observation and assessment are satisfactory overall. The childminder has discussions with parents when children start in the setting to obtain information about their development. She then carries out regular observations to note how children are developing skills across all areas of learning. Observations show that some children are not at the expected stage of development in communication skills. The childminder has discussions with parents about what they can do to improve children's speaking skills. For example, the childminder names items and allows time for children to repeat these. Parents also use these methods at home to ensure a shared approach that supports children. However, the childminder has not yet assessed the skills of other children to identify the progress they make. Consequently, the next steps in learning for these children are not always planned to help them to make good progress according to their individual needs. However, the childminder prepares children for moving to other settings. For instance, she takes them to toddler groups every week to ensure they mix with peers. Owing to the regular play in the groups children attend, they learn to take turns and to share resources. This means that they learn how to behave in large groups away from the childminder's home.

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

Children are comfortable in the care of the childminder because she is skilled at helping them to feel at ease. She cuddles children frequently and this means that they feel emotionally secure and form strong bonds of attachment. The childminder discusses the care routines of the children and then continues with what parents do in the home. Therefore, the movement from home to the childminder's setting is stress-free for all children. The childminder helps children to adapt to others when they move into the

settling. The gradual settling-in period allows children to grow use to others and this lays a foundation for playing together. Children are learning to mix with others away from the childminder's setting when she takes them to various venues, supporting their socialisation skills. Owing to regular attendance at other settings, children are beginning to feel confident and at ease emotionally.

Children are well behaved because the childminder uses age-appropriate methods to promote their good behaviour. She focuses children's attention on resources or activities that help them to concentrate and to hold their interest. The childminder praises children consistently. Therefore, their self-esteem grows and they feel valued in her care. The childminder works with parents to promote healthy eating. She regularly has discussions about the contents of lunch boxes. The childminder provides a range of balanced meals and snacks and introduces new fruit that extend children's options. She promotes a healthy lifestyle for all children by ensuring they have opportunities for physical exercise indoors and outside. The daily routine includes time for sleep and quiet activities when the childminder sits with them to watch educational programmes on television. This means that she provides a good balance of vigorous play and restful activities.

The childminder consistently encourages children to develop self-help skills. For instance, toddlers are beginning to gain independence in using cutlery to feed themselves at mealtimes. Children move around freely in the childminder's home where they feel comfortable. She provides a welcoming environment, with a wide range of good quality resources, that promote children's emotional well-being competently.

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

The childminder has a secure understanding of safeguarding procedures and informs parents about her responsibility to keep children safe at all times. The childminder carries out daily checks of her premises and takes steps to minimise any potential hazards. She makes visual checks of venues when she takes children on outings to ensure they are safe in all environments. The childminder maintains her professional development in several ways. For instance, she liaises regularly with other childminders and undertakes courses. Her training in basic food hygiene has clearly developed her understanding of food storage and preparation. She uses her knowledge to ensure she follows procedures effectively and these contribute positively to children's physical well-being. The childminder has occasional help from an assistant who works under her supervision to help with children's care needs. She discusses aspects of the learning and development requirements with other early years professionals and reviews the activities she provides. However, the monitoring of the assessments of children's progress is not yet sufficiently rigorous. As a result, the support children receive helps them to make satisfactory rather than good progress in their learning and development.

The childminder has built a warm partnership with parents and shares information with them about children's experiences daily. She provides written feedback about their children's care and routines and the activities they enjoy. The parents' board is used to display information about procedures, so that parents have an understanding of the

running of the setting. Parents' comment positively on the information recorded in the learning journals and they are pleased with the childminder's support for their children. The childminder invites parents to discuss how children's learning can be improved further and uses the information to evaluate her practice. However, some of the main weaknesses are not addressed to promote children's overall progress in the setting. The childminder does not currently care for any children who attend other settings. She is fully aware of the importance of liaising with other early years providers to ensure children receive individual support to promote their development. The childminder provides a welcoming environment in which children make steady progress from their starting points.

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	EY468874
Local authority	Warwickshire
Inspection number	937518
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	

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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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