

<b>Inspection date</b>	18/03/2014
Previous inspection date	20/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children learn through their play as they engage in a wide range of learning experiences. Activities are planned around children's interests and this successfully helps them to make good progress in their overall learning and development.
- Children enjoy their time in the childminder's care and form secure attachments. She values children highly as individuals and warmly welcomes them into her home.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She risk assesses her home well so that children can use all areas safely in their play.
- The childminder strives to continuously improve her practice. She effectively monitors the educational programme to ensure all children continue to make good progress from their starting points in learning.

### **It is not yet outstanding because**

- There is scope to improve the already good sharing of information with parents, by encouraging them to share children's achievements at home so that this information can be used in the childminder's planning, to further complement children's learning.
- The garden is sometimes not used to best effect so that children can develop their understanding of the natural environment to the very optimum. This is because children do not always have opportunities to explore, plant and dig.

## 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 playroom and the kitchen.
- 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 and a parent present on the day.
- 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 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children, in a house in Coventry. On occasions they are the childminder's assistants. The whole of the ground floor and the rear garden is used for childminding. The family has a dog. The childminder attends a toddler group and visits the shops and park on a regular basis. She takes children to and collects them from the local schools and pre-schools. There are currently eight children on roll. Of these, five are in the early years age group and all children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an early years qualification at level 3 and 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:

- promote an ongoing dialogue with parents regarding their children's achievements at home, and use this information more consistently to plan ideas together to help children make the best possible progress
- make better use of the garden so that children have more frequent opportunities to dig, plant and explore nature.

## Inspection judgements

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

The childminder has a good knowledge of how children learn through play. She skilfully engages children in a wide range of interesting and challenging activities. As a result, children are keen to participate in all that is offered and consequently they make good progress in their learning. Planning is based on information from parents, and observation and assessments of what children can already do. Consequently, activities are tailored to children's individual needs. The childminder also effectively tracks children's progress over time so that she knows they are being well prepared for their move onto school. She understands the purpose of the progress check at age two and shares this information with parents. This means that parents are well informed about their child's level of achievement and any additional support that may be needed to help them reach their full potential. Furthermore, the childminder shares a daily diary with parents so that they are well aware of the activities their children take part in. However, there is scope to encourage parents to more consistently provide examples of learning at home, to further enhance the sharing of information. This would give the childminder a complete picture

about all of children's achievements and enable her to further support children in making the best possible progress.

The childminder's home is organised well and children are able to easily access most resources to initiate their own play. This successfully fosters their independence. Teaching is effective. The childminder adeptly promotes and supports children's learning. She understands that each child is unique and adapts play depending on their age and stage of development. For example, a young child learns to thread cotton reels onto a lace by copying the childminder. They learn to 'push' the lace through the hole and 'pull' when they see it appear through the other side. The childminder makes this a fun activity by saying 'peek-a-boo' every time the child succeeds. This approach keeps children motivated and promotes their physical skills well. Young children learn to count the number of cotton reels in order. The childminder helps them to recount the total every time one is added on. More able children learn to recognise patterns as they thread one of each colour. As a result children gain a secure understanding of numbers, shape and measure.

Children become confident speakers as the childminder chats to them at every opportunity and ensures that they are included in conversations. For example, as she prepares a play dough activity she discusses the colour of the dough and names objects, such as the rolling pin and the shapes of the cutters. She describes to young children how the dough feels and names the animal shapes so that children can repeat the word. As a result, their vocabulary is extended and learning consolidated. Children thoroughly enjoy listening to their favourite stories and regularly visit the library to choose books. This enhances the children's love of books and develops their understanding that print has meaning. Furthermore, children learn that they can write for a purpose. They make a list of the ingredients they need to buy from the shop before they take part in cooking activities and make marks and write their name on the 'Mother's Day' cards that they create. Subsequently, children develop good early literacy skills.

A good range of resources help children gain an awareness of the diverse society in which they live. Children learn about similarities and differences in people through looking at books and playing with small world toys which show positive images of disability and culture. A 'welcome poster' written in various languages is effectively used to promote discussion about how we can communicate in different ways. Consequently, children have a growing understanding of the world in which they live. Children show good control and coordination as they regularly play ball games in the garden and manoeuvre wheeled toys along the path. However, the garden is not always used to full effect so that children understand as much as they can about the natural world. This is because they do not have constant opportunities to plant, grow and explore nature. Children enjoy visits to the local park where they climb large equipment. They visit places of interest, such as museums, art galleries and country parks. As a result, children have fun, a positive approach to new experiences and develop the skills and abilities which will help them when they move onto nursery or school.

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

Children are happy, settled and at ease in the childminder's care. Flexible settling-in procedures help children gain a sense of belonging at their own pace. This helps to ensure that their needs and parental requirements are known and reflected. The childminder makes sure that she finds out about children's home routines to provide consistency of care. She also introduces young children to larger group activities when visiting local play sessions. This helps to prepare them for the transition to pre-school. Furthermore, attendance of these groups provides children with a wider range of experiences and enhances their social skills. The childminder naturally recognises when children are tired or upset and provides a welcoming and well-organised environment for them to play and relax. She is friendly and approachable and children are clearly comfortable in her care.

Children know where a good selection of resources are kept and make independent choices about their play and learning. Young children develop confident self-care skills. For example, the childminder encourages babies to feed themselves and toddlers help themselves to fresh drinking water from spouted cups. Children behave well and respond positively to the childminder's calm and approachable manner. She is consistent in her behaviour management and children's good behaviour and effort is successfully encouraged through praise and positive body language. Consequently, children are aware of her house rules and behaviour boundaries and develop good self-esteem.

Children learn about healthy lifestyles through planned and spontaneous activities and everyday discussions. For example, they enjoy plenty of fresh air and learn the importance of being active. Outings to local parks and regular play in the childminder's garden mean that children have access to a variety of physical play equipment and experiences. Consequently, they learn new skills, such as balancing and climbing. Children use the space and equipment in a safe way. They sit securely at the table during meal times and are mindful to keep small toys on the table when babies are around. Good priority is given to keeping the premises safe and well maintained. This further ensures children's safety and well-being.

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

The childminder has a secure understanding of safeguarding procedures and knows how to protect children in her care and who to contact if she has any concerns. She gives a high priority to children's safety and well-being. Her home is safe and secure and written risk assessments are completed for all areas. All adults in the household have had their suitability checked. As a result, children are kept safe from harm. When necessary the childminder works with her assistants to ensure that ratios are consistently maintained and children receive good quality care. The childminder keeps appropriate records and documentation. All of the required policies and procedures are shared with parents so that they are fully aware of the childminder's role and responsibilities.

The childminder demonstrates a secure drive to continually develop the service she offers to children and their families. She attends regular training events, such as 'Every Child a Talker'. Her newly gained knowledge and skills are effectively used to enhance and support children's speech and language. Through careful monitoring and evaluation she

has identified areas for development. Since the last inspection she has revamped the outdoor area so that children can ride wheeled toys in all weathers. The childminder has also reviewed planning to ensure that children have plenty of opportunities to be creative. As a result, children benefit from a broad range of experiences and their individual abilities and needs are monitored. This leads to good levels of support and intervention and helps to ensure that all children make good progress in their early learning, taking into account their starting points and capabilities.

The childminder has good working relationships with parents. However, there is scope to enhance the already good sharing of information to consistently support children's learning in her home and help them to make the best possible progress. 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 their children's care and learning. Parents spoken to on the day of the inspection are very pleased with their child's progress and they firmly believe that this is because of the childminder's input. 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. She forges good links with local school and nursery staff, sharing information with relevant people to support continuity of care and learning for each child so that they have a smooth transition into school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY241124
<b>Local authority</b>	Coventry
<b>Inspection number</b>	872564
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/03/2009
<b>Telephone number</b>	

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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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