

Inspection date

19/03/2014

Previous inspection date

14/01/2009

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 and a clear understanding of the Early Years Foundation Stage. She plans focused play and a good balance of adult-led and child-initiated activities, in order to support children's learning.
- Children's emotional well-being is effectively fostered. As a result, they are content and comfortable, displaying a strong sense of belonging and forming positive relationships with the childminder.
- Children are protected well because the childminder has a secure understanding of her role and responsibility to safeguard children. Furthermore, she thoroughly risk assesses her home to minimise hazards to children.
- The childminder's commitment to continuous improvement of the resources and environment and her professional skills is a key strength. Priorities for development are identified and acted on to promote a good quality of education.

It is not yet outstanding because

- Children's rapid understanding of the wider world is not optimised because resources which reflect diversity are not as easily accessible for children to use in their spontaneous play.

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, lounge and hallway.
- 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 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and two children aged 14 and seven years in Coventry. There are steps leading to the front of the property. The whole of the ground floor and the upstairs bathroom are used for childminding. The rear garden is available for outside play. The family has two pet dogs.

Children go on local outings and attend a local toddler group. The childminder takes children to and collects them from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5pm, Monday to Friday, except Bank Holidays and family holidays. She is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The childminder is a member of Professional Association for Childcare and Early Years and holds 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:

- strengthen opportunities for children to be able to use resources which reflect diversity in their spontaneous play.

Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn through their play. She makes regular observations and assessments of their achievements. This assists her in identifying any gaps in their learning and planning for their next steps. Parents effectively share information regarding what their children know and can do before they attend. Plans routines and experiences reflect parental wishes and children's individual needs and interests. Consequently, children are motivated and keen to learn. Regular updates are provided through daily diaries and sharing 'learning journals' of children's skills and abilities. This ensures that parents contribute to their child's learning and enables the childminder to further support children in making the best possible progress in readiness for school.

The quality of teaching is good. The childminder has high expectations of all children and knows the children in her care very well. Her home is generally well organised with resources mostly stored in low-level storage units. This helps children confidently make

some independent choices in their play and enables them to take the initiative in seeking out their favourite toys. The childminder rotates toys to maintain the children's enthusiasm to learn. However, they have fewer opportunities to use toys and books which reflect diversity because they are not as easily available as other resources. Therefore, children are not consistently able to learn and understand as much as they can about themselves, others and the wider world.

Children's speech and language is well promoted. This is because the childminder interacts positively as they play, talking with children and asking open-ended questions to build on and extend their vocabulary. Children name the colour of the sequins they use to make 'dolly pegs'. The childminder teaches them that the colour gold is similar to yellow. They decide to turn the pegs into 'princesses' and 'monsters' and are encouraged to think about what they will need to do to make them look different. Children decide a monster will need one eye and the princess has to have a tiara. The childminder helps develop their critical thinking and problem-solving skills. For example, children work out that if they stand the peg in play dough, they will have both hands free to make the hair. Children learn good mathematical and physical skills during this activity, counting how many pegs they need, naming shapes and learning to use scissors to cut fabric.

Children enjoy listening to stories and the playroom is rich in print with labelling on artwork and posters. Furthermore, children visit the local library to borrow additional books. Therefore, children's early literacy skills are strengthened. The childminder is adept at complementing children's learning when they attend more than one setting. Children recently went to nursery school dressed up as their favourite book characters. On their return they continued with the theme, recreating a character's 'sparkly' red shoes using paint and glitter. As a result, children's learning is consolidated well. Opportunities for children to draw and create are frequently offered and they thoroughly enjoy these activities. For example, they explore colour and texture, skilfully making 'cakes' from dough. Children carefully place them in paper cases, adding 'candles' and a 'cherry' on the top. They are very proud of the wonderful snowman and autumnal scene displayed in the playroom. Children recall gathering leaves and twigs on a nature walk and the fun they had collectively making it.

Children regularly participate in imaginative play, expressing their ideas in a variety of ways. They use the first step on the stairs as a car, making sure that they have their handbags before 'driving to the shops'. Children tell the childminder that the car has broken down and that they are waiting for the breakdown vehicle to help them. They decide that it is a sunny day and quickly put their hats and sunglasses on to protect them from the weather. Children giggle and have great fun as they include the childminder in their dance routine when they arrive as 'princess at the ball'. They play the part exceptionally well, bowing and curtsying to their guests. Subsequently, children's fantasy play is supported well. Children love being outside and have opportunity to do this daily. They regularly go to the park to help develop their physical skills, where they explore a variety of large equipment, such as slides and climbing frames. These encourage the children to climb and balance. They confidently ride small sit-and-ride toys in the childminder's garden and negotiate the obstacles well. The childminder ensures that children's days include outings to various local places where they use different play equipment and explore the local environment.

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

Children are settled and secure because the childminder provides a warm and caring environment where she gets to know individual children well. Children develop trusting relationships and strong attachments with the childminder, which supports their emotional development. She requests detailed information from parents, which enables her to follow young children's routines. This maintains continuity and prepares children well for their move into her care. Children behave well as they are clear about expectations and boundaries, which are consistently reinforced by the childminder. The childminder praises children's efforts and achievements, which helps boost their self-esteem and confidence. She works well in partnership with parents and other early years settings to ensure consistency in developing cooperative play, sharing and taking turns.

The childminder provides a safe, welcoming and well-resourced environment. The resources and toys cover all areas of learning and are mostly easily accessible so that children enhance their own play. Flexible routines incorporate trips out to offer new experiences, such as introducing young children to larger group activities when visiting local play sessions. This helps to prepare young children for the transition to pre-school. Children enjoy outdoor play, which effectively promotes their physical development. The childminder makes good use of local venues, such as parks, to extend the options for physical play so that children benefit from fresh air and exercise.

Parents provide packed lunches for their children, and the childminder encourages children to eat fruit and drink water regularly. Children's independence skills are effectively encouraged. For example, they wash and dry their own hands and help to set the table before meals. Consequently, their understanding of healthy lifestyles is successfully promoted. The childminder teaches children about staying safe. She practises safe routines for crossing roads and encourages children to use equipment safely. For example, she explains well about not climbing on the furniture and putting the toys away so that they do not trip over and hurt themselves. The childminder has an appropriate fire evacuation procedure that she practises regularly to help children learn about how to keep safe in an emergency.

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

The childminder has clear policies, which she shares with parents to promote children's welfare and safety. She has a good understanding of her role and responsibilities to safeguard children. This includes recognising signs and symptoms, a good awareness of her local procedures for child protection and who to contact should she need to report a concern. Consequently, children are protected from harm. She supervises children well at all times and visually checks the premises to identify any potential risks. Reasonable steps are taken to ensure that hazards to children, both inside and outside the house, are minimised. For example, doors are kept locked and safety gates are used. All adults in the household have undergone suitability checks.

The childminder understands that she needs to monitor children's progress to help identify any gaps in their learning. This gives her an overview of children's progress and ensures that they are thoroughly challenged in their learning. Consequently, children make good progress. The childminder has a positive attitude towards continuous improvement through attending training and by regularly meeting with other childminders to share ideas and good practice. She identifies areas for improvement. For example, she has developed the garden to include a covered area so that children can take a variety of toys outside in all weathers.

The childminder is aware of the importance of working in partnership with others who may provide care and learning for the children. This is so that concerns about children's well-being or development can be quickly identified and managed. She liaises well with other settings to support continuity of care and learning for each child. This means that they have a smooth transition into school and make the very best possible progress. The childminder promotes positive relationships with parents. She provides them with important information about her childminding service by way of written policies, discussion and displays in her home. The childminder encourages daily exchange of information with parents so that she can fully meet children's individual care needs. These include conversations, text messages and good access to the children's learning journals. Parents highly value the care their children receive. Their comments include 'she nurtures and helps children become well behaved and confident' and that her house 'is full of learning and fun'.

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	EY219887
Local authority	Coventry
Inspection number	872469
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	14/01/2009
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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