

<b>Inspection date</b>	26/03/2014
Previous inspection date	12/02/2009

<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**

- The childminder's effective observation, assessment and planning ensures that children are appropriately challenged to reach their next steps in their learning.
- Children's personal, social and emotional development is promoted well by the childminder. They share warm relationships with the childminder and are happy and settled in her care.
- Children are safeguarded because the childminder is aware of her responsibilities in the event of a child protection concern. Children are well supervised at all times and the childminder ensures her home is safe by minimising risks.
- The partnerships with parents are effective. The childminder ensures good methods of communication with the children's parents through daily verbal dialogue and the written information she provides in their daily link books.

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

- Arrangements for sharing information other early years settings children attend are not fully maximised to help ensure continuity of children's learning and development.
- There is room to extend opportunities for children to be fully involved in conversations by giving them more time to think about what they want to say.

## 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 as children played in the childminder's home.
- The inspector looked at children's assessment records and planning documentation, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.

## Inspector

Hayley Lapworth

## Full report

### Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two adult sons, in Binley in Coventry. The whole ground floor of the house and the upstairs bathroom is used for childminding. There is also an enclosed garden for outdoor play. The family has one pet dog.

There are currently four children on roll, three of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.45 am to 5pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- build on the sharing of information about children's individual learning and development with other early years settings children attend, in order to better support continuity of learning
- maximise opportunities for children to fully engage in conversations by giving them more time to think about what they want to say.

## Inspection judgements

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

The childminder has many years' experience of caring for children in her own home. She is secure in her knowledge and understanding of the learning and development requirements and how young children learn. She provides many hands-on experiences, including digging, planting and growing on her allotment. There is a good variety of fun activities provided which support children in all seven areas of their learning. For example, activities include making jam from fruit they help to grow, washing wellies, matching wellies and wellie throwing events. Toys and resources are well deployed and easily accessible to the children. Children also participate in a wide range of activities with the childminder at locals group, for example, once a week they go to a craft session. The childminder completes written planned and spontaneous observations to track children's progress. She assesses and links their learning to the seven areas and decides what they need to do next in order to further progress. The childminder shares information about children's individual learning with the children's parents. This includes a written summary

to inform their child's 'progress check at age two'. Therefore, they are helped to support their children's learning at home. As a result, children are making good progress.

Overall children's language and communication skills are well supported. The childminder introduces them to less familiar words, such as courgettes and pumpkins. They confidently approach her with a book they would like her to read and thoroughly enjoy one-to-one story time. Most of the time the childminder fully engages children in conversations during their play and routines. However, at other times, opportunities to encourage younger children to respond in conversations are not fully maximised. Therefore, they are not always consistently engaging in conversations with the childminder to help support their language development. The childminder participates in their role play and asks them questions that make them think, for example, she asks 'why do the little play people keep falling off their chairs?' Consequently, children are learning to be imaginative and expressive and become aware of their own safety.

Children's personal and social development is successfully enhanced as the childminder regularly praises them on their achievements, regardless of how big or small their achievements may be. For example, she praises them for attempting to say big words like, 'university' and she praises them for agreeing to let a ladybird stay outdoors in their natural environment. Consequently, children are learning right from wrong, how to feel good about themselves and how to care for living things. Inclusion is promoted as the childminder monitors children's engagement in the activities. For example, if she feels they are becoming disengaged she suggests they access other resources that relate to their individual interests. Therefore, all children can be fully included and their needs are met. The childminder has a good selection of resources which support children's understanding of the wider world. For example, she has small play figures which positively represent people with disabilities and the visual environment hosts positive images of families and their differences. In addition children learn about culture and religion through celebrating Chinese New Year and St Patricks day. This also prepares them well for their next stage in learning, such as starting pre-school and school.

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

The childminder knows the children she cares for very well. They are confident, happy and settled in her home. Their emotional security is enhanced as the childminder shares warm relationships with them. For example, the children are at ease in approaching her for support in their play or to sit with her and have a cuddle. Settling-in arrangements are discussed and agreed with parents to best suit their children's needs. The childminder takes into account any previous unsettling experiences they may have had and supports them accordingly. Time is taken by the childminder at the onset of care to find out as much as she can about the children. Detailed admission and contracts forms are completed. As a result, this helps the childminder to provide care tailored specifically to the children's needs and their parents' wishes. The childminder shares information with parents about her service through her written policies and procedures. Secure arrangements are in place to support children through their transition into other early years settings and Reception class in school. Children from an early age spend time with other adults and children of a similar age. For example, the childminder along with other

local childminders jointly organises local groups, such as craft mornings. The childminder has a very good range of resources that support the children's learning, all of which can be independently accessed from child-friendly storage.

Children behave well in the childminder's home. They learn about how to behave and be kind to one another through discussion with the childminder. Also the house rules are visually displayed reminding them about the childminder's expectations. The childminder has a handling children's behaviour procedure that she consistently implements in practice.

Children are beginning to learn about their own safety. For example, the childminder explains to them about what to do in the event of a fire. Children also learn about the role of fire fighters through short stories. Children's good health is promoted and they are learning skills in becoming independent. For example, the childminder encourages them to use a tissue to wipe dribble from their mouths. To help the children learn to undress themselves the childminder demonstrates to them how to shake their upper body to make their all-in-ones wriggle off. Children are encouraged to wash their hands at appropriate time throughout the day, for example, after petting the dog and spending time at the allotment. Healthy eating is effectively encouraged by the childminder as she shares information about good foods to include in children's lunch boxes with their parents. Food is stored appropriately in lunch boxes with cool packs and in warmer weather in a temperature controlled refrigerator. The childminder has attended first-aid training. Therefore, she can provide appropriate care in the event of a child being involved in an accident or if they become unwell while in her care. Children are encouraged to be physically active. For example, the childminder encourages children to walk to and from pre-school and school. Outings, for example, to see the horses, ensure children spend good amounts of time outdoors in the fresh air.

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

Children's welfare and safety is effectively addressed. The childminder successfully implements her policies and procedures into practice. She is fully aware of her responsibilities in the event of a child protection concern and the reporting procedures she must follow. Parents are made aware of the childminder's safeguarding policy and her Local Safeguarding Children Board procedures. The childminder ensures that children are never left unsupervised with a person who has not been vetted and all adults in her home have been cleared through Disclosure and Barring Service checks. The childminder's home is safe and secure and she minimises risks in her home and garden to keep the children safe. For example, she has organised a separate area in the garden for her dog and she supervises the children when they want to pet her. Therefore, children are fully safeguarded.

There is good capacity for future improvements. The childminder has effectively addressed the recommendations raised at her last inspection which have positively impacted on children's health and safety. The childminder successfully monitors children's welfare and the educational programmes and as a result, children are making good progress. The

childminder effectively evaluates the service she provides. She identifies some of her strengths and where improvements can be made to improve outcomes for children and their families. For example, she has identified that she would benefit from becoming more confident in identifying children next steps in their learning. The childminder shares she feels one of her strengths is playing with and providing hands-on fun experiences for the children. Through requesting written references and providing annual questionnaires the childminder finds out about parents' views about the service she provides. The childminder attends short courses, such as safeguarding children and first aid, that impact on the quality of the service she provides.

The childminder is aware of the benefits of good partnership working where children attend more than one setting and demonstrates how this can be achieved. For example, she accesses the pre-schools newsletters and finds about current themes and topics. She extends the children's learning at home by organising activities to support these themes. However, continuity of children's learning is not fully assured. This is because the childminder does not consistently find out about or share information about children's individual learning. Information taken from references from parents suggest they are very happy with all aspects of the service. They especially appreciate that the childminder is supportive towards them as parents, that she is approachable and has a passion for childminding. They also share their children are happy in her care, her home is safe and secure and she keeps them well informed through texts and photographs of their children engaged in play.

### **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

<b>Unique reference number</b>	504765
<b>Local authority</b>	Coventry
<b>Inspection number</b>	872307
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/02/2009
<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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