

Inspection date	14/02/2014
Previous inspection date	26/02/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 relationship between the childminder and children is positive, and children are settled and happy.
- Children's speaking skills are promoted well by the childminder. She encourages young children to progress from saying single words to putting two words together.
- The childminder successfully identifies and minimises risks in her home and garden. She is aware of her responsibilities to protect children from abuse and neglect.

It is not yet good because

- Assessment of children's learning and development is not consistently used with full effect to plan for next steps in learning and ensure that all children make as much progress as they can. Self-evaluation is not fully embedded to identify areas for improvement so that children's care and learning needs are continually well met.
- The partnership with parents is not maximised. This is because parents are not made aware of the action to be taken with regard to the use of mobile phones and cameras.
- Opportunities for children to learn about their similarities and differences and learn about cultural and religious events and experiences are not fully maximised to extend their awareness of the wider world.

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 ground floor play area.
- The inspector looked at a selection of children's records, 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.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

The childminder was registered in 1988 and is on the Early Years Register and the compulsory part of the Childcare Register. The childminder lives in a residential area of Coventry to the south of the city centre. The whole of the ground floor and two first floor bedrooms are used for childminding. There is a ground floor toilet. An enclosed garden is used for outdoor play. The childminder has a cat.

There are currently five children on roll aged under eight years and of these, three are in the early years age group. The childminder walks to a local school to take and collect children. She attends parent and toddler groups with early years children. The childminder cares for children all year round, Monday to Friday from 7.30am until 6pm.

What the setting needs to do to improve further

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

- ensure that observation and assessment about what children know and can do, is used more consistently and with full effect to plan for the next steps in their learning so that they make best progress
- improve the partnership with parents by ensuring that safeguarding information includes an explanation of the use of mobile phones and cameras in the setting.

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

- use self-evaluation effectively, including the views of parents and children, to contribute to the monitoring and assessment of the strengths and areas for development of the provision
- extend practice for children to gain a greater awareness of their similarities and differences, and the wider world, for example, by celebrating and valuing cultural and religious events and experiences.

Inspection judgements

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

The childminder has a sound awareness of the learning and development requirements, and children are appropriately challenged while in her care. During a settling-in period the

childminder asks parents for information on what their child knows and can do. She observes children to assess their stage of development and uses what she knows to challenge them appropriately. Information on achievements is shared in discussions between the childminder and parents. However, 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. The childminder supports children sufficiently so that they develop skills in readiness for nursery class and school. She is aware of the requirement to provide parents with a progress check at age two.

Children are settled and secure in the childminder's care. They are confident and the childminder promotes their language development effectively. When she talks with young children they babble and repeat words. In order to support their learning, the childminder repeats these words back to them. She is encouraging young children to put two words together. The children enjoy playing with small world people and animals and the childminder encourages their language development by asking open-ended questions about the sounds that the different animals make. Some role-play resources reflect diversity in a positive way. However, the childminder's practice is not fully maximised with regard to raising children's awareness of their similarities and their differences in order to promote an understanding of others.

Children's physical development is addressed satisfactorily by the childminder. They practise skills and gain confidence when they use challenging equipment at the park and at groups. Manipulative skills are practised while children use interactive toys. Some toys are used appropriately by the childminder to help children to learn shapes and colours. Children explore the texture and make marks with their fingers in resources, such as dough and paint. Young children are beginning to make marks with wax crayons. The childminder makes sure that books are easily accessible to children and they choose favourite ones to look at with her. Books for young children promote their sensory development.

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

Children are happy and confident, and their relationship with the childminder is positive. Their transition into other early years settings and reception class in school is addressed well because they get to know other adults and children at toddler groups. Children behave well and the childminder identifies that a main strategy for managing behaviour is positive reinforcement, in order to address their self-esteem. Children's independence is promoted appropriately. For example, they confidently select toys for themselves from cupboards in the playroom. Resources are safe and meet children's learning and development needs appropriately.

The childminder creates a 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 providing healthy snacks. 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 cross the road safely and they practise the fire drill.

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

The childminder makes sure that her home is safe and secure. She is aware of her responsibilities with regard to safeguarding children and ensures that all children are supervised appropriately 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 changes that must be notified to Ofsted. She is aware of the Coventry Safeguarding Children Board procedures, and she provides a written safeguarding policy for parents. However, all required information on safeguarding procedures is not provided for parents because they are not informed of her policy on the use of mobile phones and cameras. Consequently, a legal requirement is not fully met with regard to information for parents. This is not considered to have a direct impact on children's welfare however, because the childminder is aware of procedures that she must follow.

The childminder uses her experience and knowledge on how children develop and learn to ensure that children make progress, although planning for future learning is not fully effective. She makes sure that her first aid certificate remains current, keeps her safeguarding knowledge up to date, and discusses practice issues with other childminders. However, review of her provision in order to ensure continuous improvement is not embedded in the childminder's practice. 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 most of 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**

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	510399
Local authority	Coventry
Inspection number	954562
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	26/02/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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