

Inspection date	27/03/2014
Previous inspection date	16/10/2008

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

- Teaching is good. Children enjoy a wide variety of interesting, challenging activities that take account of the starting points in their learning, interests and individual learning needs. As a result, they progress well.
- Children develop strong relationships with the childminder through the gradual settling in routines that are in place. This ensures the transition from their home into the childminder's care is relaxed, enjoyable and their individual routines are incorporated into the day.
- Parents receive detailed information about their child's day, progress and achievements through effective systems of communication. Well written policies and procedures reflect the care provided and are shared with parents.
- The childminder makes sure that her home is safe and well-organised and children can select resources for themselves. This helps them grow in confidence and develop independence.

It is not yet outstanding because

- Resources to build on young children's understanding of themselves and the wider world are not fully in place.

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 lounge.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's observation and assessment records, written risk assessments and checked the suitability of all adults in the home.

Inspector

Tracey Boland

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 13 and 15 years on the South side of Coventry. The whole of the ground floor and two first floor bedrooms are used for childminding purposes. There is an enclosed rear garden for outdoor play.

The childminder attends toddler groups and visits the shops and local community resources on a regular basis. There are currently seven children on roll who attend on a part and full-time basis. The childminder operates all year round from 7.30am until 6pm Monday to Friday, except for bank holidays and family holidays. The childminder 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:

- build on young children's understanding of themselves and the wider world, for example, by using photographs of familiar people and places.

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 and develop, which she uses to effectively support children to make good progress. This helps prepare them for nursery or school. Clear, concise observations and assessments of children involved in play enables her to effectively monitor their development and clearly identify the next steps in their learning. Planning is thorough and takes account of individual learning needs and interests. Daily discussion takes place between parents and the childminder who encourages them to share their child's learning at home. This enables them to remain up-to-date with their child's progress while in the care of the childminder. Ongoing tracking of children's progress and development influences planning which clearly identifies the next steps in each child's learning. Children are actively involved in choosing activities. Resources are stored in low-level boxes, which enables children of all ages and abilities to make informed choices with regard to their play and develop their independence.

The childminder has a good understanding the prime and specific areas of learning and plans accordingly to meet children's individual needs. Children's language is encouraged as the childminder asks questions to extend their thinking and language skills. For example, she asks questions to encourage children's counting skills and recognition of shapes during threading activities. Children currently share a love of being creative and art work is

displayed for children to share with their parents. There are ample resources available which are very well-maintained. Children thoroughly enjoy playing with dough and their small muscle skills are encouraged as they use various cutters, rolling pins and shapes to create models. They are actively involved in making the dough, pouring the ingredients together and mixing them while talking about how the mixture is changing. They use gloop to explore textures and develop their senses, making marks which encourages their early writing skills. Children's understanding of the living world develops and they enjoy feeding the ducks. The childminder encourages lots of discussion takes place about the colours of the ducks and children count how many they can see which encourages children's mathematical skills.

Children's enjoyment of books is encouraged as they freely access a variety of books and sit with the childminder reading their favourites, which are also in various languages. Their love of books is further enhanced as they regularly visit the library to select new ones, including those that broaden their understanding of cultural beliefs, celebrations and disability. Children access resources that raise children's awareness of the diverse society in which they live, including dressing up, role play and small world. They learn about cultural celebrations around the world using art and craft to reflect the festivals also. Although photographs are taken of the children, pictures of people who are special to them and their favourite places are not readily available, in order to help the children learn about themselves and the wider world. Therefore, they are not having sufficient opportunities to continually learn about their similarities and differences.

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

Children remain safe as the childminder takes effective steps to maintain a suitable, safe and secure environment for them to play in. Detailed written risk assessments are supported by daily visual checks to ensure children remain safe. All children are made fully aware of the procedure to follow in the event of an emergency and regular fire drills take place. These are recorded and evaluated to ensure the procedure remains suitable. Children are encouraged to explore the environment while keeping themselves safe. They understand the importance of following clear routines when crossing the road, not talking to people or touching dogs they do not know. As a result, children learn how to keep themselves safe. Behaviour is good. The childminder is an excellent role model and encourages children to share toys, take turns in play and tidy the toys away when they have finished playing with them. Children's confidence and self-esteem continually grows through the praise and encouragement they receive. This encourages children to feel good about what they do.

Children's social skills continually develop as they regularly meet with other children at the various groups they attend offering new challenges and experiences. This successfully helps prepare young children for the transition to pre-school. Children benefit from plenty of fresh air each day and spend time outdoors. They enjoy visiting local parks which provide a wide variety of large equipment, such as, slides, see saws and have the opportunity to run and play ball games on the large expanses of grass. This is further encouraged as the childminder has many resources within her own garden, such as wheeled toys and equipment. This encourages children's all round physical development

and they develop good control, coordination and learn the importance of exercise on their bodies. Children's health is promoted very well. Parents provide packed lunches for their child which ensures they have a good balance of foods throughout the day. Children are encouraged to help themselves to their drinks to ensure they remain hydrated. Good hygiene routines are encouraged throughout the day and the childminder ensures that children's personal care needs are continually met. This ensures children's comfort is maintained. Children's independence skills are consistently enhanced throughout the day. They select from a variety of resources that are stored at low level enabling them to make informed choices with regard to their play.

Children's emotional development is promoted very well and they develop secure, trusting relationships with the childminder and each other. Interaction is lovely and children clearly feel safe and secure in her care. The childminder has a good understanding of children's individual needs and preferences through ongoing discussion with parents. This enables her to successfully incorporate them into the day. Effective settling-in procedures make the transition from home into the childminder's care as relaxed as possible promoting children's feelings of safety, value and inclusion.

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

The childminder demonstrates a good understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. Children's welfare is safeguarded as she is fully aware of the correct procedures to follow should she have concerns about a child. All adults within the home have been successfully vetted ensuring they are safe to be in the proximity of children, who are not left unattended with any other adults. Detailed written policies and procedures are shared with parents which clearly reflect her ethos of care. All required documentation is maintained, including children's personal details and individual requirements. This enables her to successfully incorporate them into the day. Consequently, children's needs are well known and their safety assured.

The childminder is proactive in keeping her knowledge and understanding of the childcare field up-to-date through ongoing training through the local authority. She regularly meets with other childminders to share ideas and good practice and keep abreast of any changes to legislation. Secure working relationships have developed with parents who share their views and comments about the service they receive. The childminder values their comments and uses this alongside her own reflection of practice to continually enhance the service she provides. This enables her to clearly identify particular areas of strength and the ongoing development of her provision, which has a positive impact on the children she cares for.

Strong partnerships develop between parents and the childminder as children are gradually introduced into her home. Comprehensive discussions take place with parents about their child's individual needs and routines enabling the childminder to incorporate them into the day. This has a positive effect on children making the transition from their home into the childminder's as relaxed as possible. Daily diaries enhance the strong

communication and inform parents about their child's day, progress and achievements. Strong relationships have formed with local schools and providers of childcare to support children's learning and provide continuity of care. Ongoing observations of the children enable the childminder to successfully identify any potential gaps in their development and support parents in gaining any early intervention they may need. The childminder is fully aware of the importance of the progress check at age two, working closely with parents to complete a report to share with other health professionals.

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	EY299735
Local authority	Coventry
Inspection number	873005
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	16/10/2008
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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