

<b>Inspection date</b>	28/03/2014
Previous inspection date	05/03/2009

<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		1
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 places a superb focus on children's individual learning needs. She uses her highly effective skills in observation, assessment and planning to ensure all children make rapid progress in their learning and development.
- Children form strong bonds and secure emotional attachments with the childminder. She is very skilled at helping children learn to become independent and to initiate their own ideas. Consequently, children gain a good sense of belonging.
- Partnerships with other early years providers are highly effective and information is regularly shared to complement and support children's learning and development. This is an important contributory factor to the excellent progress children make.
- The childminder makes sure that her home is safe and well organised, so that children can easily select resources for themselves. This helps them to grow in confidence and independence.

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

- There is capacity to enhance the children's rapid understanding of healthy eating by encouraging them to become more involved in the preparation and serving of meals and snacks.
- There is scope to more consistently incorporate the views of parents into the childminder's current very good self-evaluation, to further aid her in identifying areas for future improvement.

## 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 taking place in the playroom.
- 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 2005 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in a house in Coventry. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. The childminder attends toddler and childminding groups and visit parks on a regular basis. She takes children to and collects children from the local schools and pre-schools.

There are currently four children on roll, all are in the early years age group and 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 has 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:

- strengthen the children's already very good understanding of healthy eating by more readily involving them in the preparation and serving of meals and snacks
- build on self-evaluation by extending how the views of parents are incorporated, to further assist in identifying areas for future improvement.

## Inspection judgements

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

The childminder provides children with rich learning experiences that they greatly enjoy. She uses her extensive knowledge to plan an abundance of activities and experiences that successfully promote individual children's learning. This ensures that children are effectively challenged and inspires them to learn. Regular assessments of children's progress are very well documented and consistently shared with parents. Each child has a well-presented individual learning journey, which includes photographs of them thoroughly enjoying their play. This enables parents to become fully involved in children's learning. In addition, the childminder provides detailed information about activities children take part in and makes suggestions about how parents can support their children at home. For example, parents loan story sacks and popular toys. This considerably contributes to children's overall learning. The childminder makes very good use of guidance documents to track children's development. This ensures teaching accurately focuses on individual children's interests and the next steps in their learning. As a result, children make rapid progress in readiness for school.

The quality of teaching is outstanding. The childminder skilfully questions children as they play. For example, young children looking at photograph albums identify family members through the childminder's prompting. She gives children clues, such as 'this is your cousin' and she sounds the first letter of their name. This encourages children's thinking, extends their learning and they clearly enjoy the childminder's interaction. The childminder gives excellent priority to the prime areas of learning for young children. Furthermore, she fully understands that the purpose of the progress check at age two years is to identify when early intervention may be needed. This helps to ensure that all children receive the appropriate level of support. The childminder skilfully follows the children's lead in their play, which encourages their natural curiosity to learn. Play is adapted according to the child's ability, so that all are provided with very good challenges. For example, young children learn to count crayons as they put them back into the tub and use their fingers to paint. More able children play number games and use easels and brushes in their creative play.

Children move freely between indoors and outside, confidently making choices from resources that are exceptionally well organised. As a result, children become increasingly independent. They relish the individual attention they receive and stay close to the childminder who encourages playfulness and constantly talks to younger children. She helps develop babies' sounds and babbling by copying them and encourages them to repeat the sounds. This helps to develop very good communication skills and significantly extends vocabulary. Children are familiar with nursery rhymes and join in when the childminder begins to sing. They choose books for themselves and enjoy sharing the experience with the childminder. Props add excitement to the stories and rhymes and children are encouraged to use these items themselves. They have great fun making soft toy bunnies. Children build with small construction toys, thread with beads and carefully create pictures with small collage pieces, such as sequins. This significantly supports children's physical skills. Children experiment with sand and water, learning about quantities and volume. They use magnifiers and compasses in the garden and competently use voice recorders. This supports their sensory development and early scientific discoveries extremely well.

Children have many valuable opportunities to explore and investigate their local surroundings. This includes being physically active and using a great range of quite challenging apparatus at other venues. The childminder adeptly coaches children, so they safely manage climbing and balancing equipment and are well coordinated and controlled when they move in different ways. Children are involved in lots of gardening activities, planting flowers and vegetables. The childminder innovatively develops this opportunity further by making her own matching fruit and vegetable card game to consolidate children's learning. Children develop a superb understanding of the world around them. They see displays of people from all walks of life and play with resources, which represent diversity in a positive way. They thoroughly enjoy learning about festivals from around the world and locating countries on a globe. Subsequently, children develop a very good understanding of the wider world.

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

Children are happy and settled in the childminder's care. She has a very calm and caring nature and is sensitive and attentive to children's individual needs. A gradual settling-in period helps children to feel safe and comfortable in her home. Consequently, they quickly gain a sense of belonging. Children clearly enjoy the childminder's company and are responsive to her encouragement and reassurance. The childminder gathers important information during this time, finding out about children's home routines and any comforters that will help them to settle. This helps to ensure children receive consistency of care. As a result, children's emotional development is promoted effectively.

Children behave well in the childminder's care, they are polite and learn to care for property and be considerate to other people. This is because the childminder is a good role model for children to follow and handles their behaviour in a calm manner. Consequently, children know what is expected of them and their good behaviour, effort and achievement is promptly recognised and praised. This helps them to feel good about what they do and raises their self-esteem. Children are valued as unique individuals and taught to appreciate and respect similarities and differences in people. They have plenty of space to play and rest. Children enjoy easy access to an extensive range of resources both indoors and outside. Young children are introduced to a larger group of activities when visiting various local groups. This helps to prepare them for the transition to pre-school.

Children learn self-help skills appropriate for their age and stage of development. For example, young children learn to put on shoes and coats and this helps to prepare them for school. Children have plenty of fresh air and exercise and this contributes greatly to their physical health and well-being. They grow vegetables and herbs in the garden and use pretend food in their role play, which leads to discussions about healthy options. Children enjoy a variety of nutritious lunches and snacks, although, they are not consistently involved in the preparation and serving of food to optimise their understanding of healthy eating. Effective hygiene routines are in place to prevent the spread of germs. Children's safety is given high priority and they are effectively supervised at all times. They wear wrist bands, which have the childminder's contact details written on them. Children know to hold hands and walk together, always staying within her sight when they are out and about. Young children are securely strapped into their pushchair, so that they stay safe.

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

The childminder has a secure understanding of how to protect the children in her care. She is aware of her local procedures for child protection and knows who to contact should she be concerned. A well-written policy is shared with parents, so that they are clear of the childminder's responsibilities in keeping children safe from harm. All adults living on the premises are suitably vetted and children are only released into the care of named individuals. Documentation is maintained well and all policies and procedures, which are shared with parents, underpin the childminder's good practice. Areas used by the children are well organised and enable them to move around the premises freely and safely. The

childminder visually checks the premises and records her findings. This ensures that any potential risks are identified and reasonable steps are taken to minimise hazards to children both inside and outside the house. For example, doors are kept locked and safety gates are used. Fire safety equipment is in place and the evacuation plan is practised, so that children are familiar with what to do.

The childminder is constantly reflecting on her practice and has clear plans in place to improve her practice. Since the last inspection, she has made science and technology boxes full of resources to promote children's understanding of the world. The childminder routinely evaluates the educational programme and her assessment of children's learning and development. She adjusts planning to reflect any changes in their interests or needs. This enables her to set appropriate targets to improve learning opportunities for children. The childminder is committed to continuing her professional development and has gained an early years qualification at level 3. She has very good communication with other early years providers, effectively sharing written information, in order to fully support children's learning needs. Furthermore, she regularly speaks to the children's teachers, views the school's websites and reads new letters. Consequently, precise information is gathered to help children make the best possible progress in their learning. The childminder is not currently caring for any children with special educational needs and/or disabilities, however, she demonstrates a very positive attitude towards doing so. She understands the importance of working in partnership with parents and others and has a good awareness of the local support that is available.

The childminder has very good working relationships with parents. They regularly share information, so children's individual care and learning needs are consistently met. This is through verbally, the daily diaries and learning journals, which includes observations of children's learning and development achievements. As a result, parents are kept well informed about their child's day. However, the views of parents are not consistently incorporated in the childminder's evaluation of her practice. This means that they do not fully assist in identifying areas for future improvement. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. They include 'her learning journal is a great way of seeing how my child is progressing' and 'speech and knowledge is really improving I have no doubt this is due to her time with the childminder'.

### **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>	EY296256
<b>Local authority</b>	Coventry
<b>Inspection number</b>	872962
<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>	05/03/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

