

Inspection date

Previous inspection date

14/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 because the childminder has a secure awareness of how young children learn. She supports all children to make good progress through child-initiated and structured activities.
- Children form strong attachments to the childminder and show that they feel at home and settled. The childminder is naturally warm and friendly, making children feel secure. Their confidence and sense of belonging enables them to play and learn successfully.
- The childminder has a secure knowledge of child protection procedures and her responsibilities in the event of a concern about a child in her care. Therefore, children are fully safeguarded.
- The childminder keeps up to date with developments in childcare and is always looking for ways to improve her practice and the outcomes for children. She is well organised and maintains records and documentation to support children's needs.

It is not yet outstanding because

- There is room to strengthen the already good arrangements to liaise with parents about what children are learning at home, so this information can be better used when planning activities to extend children's rapid learning even further.
- There is scope to enhance children's increasingly good early writing skills by providing different play situations where they can freely make marks in their natural 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 conservatory and garden.
- 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 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband and three children, eight-year-old twins and a 10-year-old. The whole of the ground floor, and the rear garden are used for childminding. The childminder attends a toddler group and visits the shops and park on a regular basis. She takes children to and collects them from the local schools and pre-schools. There are currently three children on roll, two are in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- explore further, ways to help parents share what they know about their child to promote a consistent approach to supporting children's learning and development, so that they continue to make the very best possible progress
- extend the range of play activities, both inside and outdoors, which encourage children to practise early writing skills so that they can, for example, readily write messages, use note books in role play and label their artwork.

Inspection judgements

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

The childminder has a secure understanding of how children learn through play. She provides a broad range of interesting activities, which inspire children, enable them to have fun and give them a good range of skills in readiness for school. The childminder effectively assesses children's progress and plans activities that support them to achieve the next steps in their development. Children's starting points and interests are well known because parents complete an 'all about me' document. This provides the childminder with additional information, which is initially used to help ensure activities and experiences challenge children appropriately. Parents are kept well informed about the activities their children take part in, through the use of a daily communication book and by regular, informal discussions. Records of children's learning are always available for parents to view. However, the childminder does not always gather as much information as possible from parents about children's learning in their home environment. Therefore, there is room for her to gain further detail that helps her to build on children's interests to

promote their learning to the fullest. The childminder liaises well with other early years settings and is aware of the importance of working with other providers to complement children's learning while they are in her care.

Children are happy and engaged in their play. This is because the quality of teaching is good and the childminder knows the children in her care very well. She provides a wide variety of experiences that motivate children and capture their imagination. Her home is well organised with resources mostly stored in low-level storage units. This helps children confidently make independent choices and initiate their own play. Children are encouraged to use their home language and the childminder learns key words to help children gain a sense of belonging. She chats to children about visiting relatives in Poland and they help her to correctly pronounce the names of the special people in their lives. This helps children learn that we communicate in different ways. A variety of resources, such as, books, multicultural dolls and small figures, are readily available so that children become more aware of diversity.

Children thoroughly enjoy the childminder's interaction and readily invite her to play. Together they create dinosaur pictures using dried pasta shapes, sequins and feathers. Children give the childminder 'the tricky bits' to complete. She is very skilfully in encouraging children to have a go, supporting them in gluing tiny pieces and helping them to put them in the right place. As a result, children develop good critical thinking and learn to solve problems. Children laugh heartily as they consider whether or not the dinosaur would have nail varnish on their claws. This leads to a discussion about the colour it might be. They decide that if they did, it would be brown because dinosaurs stomp in the mud. Consequently, children use their imagination well. The childminder reads stories with expression, including children, so that they learn to enjoy books and helps their early literacy skills. The childminder teaches children new words to extend their vocabulary. For example, children learn that the word fierce can also mean angry and another word to describe meek could be gentle. To enhance children's writing skills the childminder provides activities, such as learning how to form letters correctly and writing their names. However, she is not always providing a more extensive range of imaginative purposeful writing activities to encourage more rapid progress in this area. For example, writing shopping lists and labelling artwork.

The childminder cleverly encourages counting and calculating as part of everyday routines. In addition, she provides fun activities to capture the children's interests. For instance, children take part in an 'Easter egg hunt'. They search for the hidden plastic eggs in various places around the childminder's home. Each one is numbered and as they are collected they are put into sequence. Hence, children gain good mathematical skills. Children's physical abilities and confidence develop well as they use climbing equipment in the garden and during trips to the park. Older children have the experience of climbing the tree house, carefully negotiating the steps to get to it. They make dens, using torches so that they can see in the dark. Children squeal with delight as the childminder makes the sound effects of a dinosaur stomping nearby. Children learn about technology and how it is used as they investigate cause and effect toys. Consequently, they gain skills for future learning and the transition to school.

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

Children are happy and settled in the childminder's care. This is because she is very relaxed, kind natured and attentive to their individual needs. A gradual settling-in period helps children to feel safe and comfortable in her home and quickly gain a sense of belonging. Children clearly enjoy the childminder's company and are receptive to her support and reassurance. This time is used effectively for important information to be exchanged between the childminder and parents. Furthermore, the childminder finds out about children's familiar home routines and their likes and dislikes. As a result, children receive consistency of care and their emotional development is promoted successfully.

Children are well-behaved, polite and show care and consideration towards one another. This is because the childminder acts as a good role model and manages behaviour in a calm manner. Children know what is expected of them and their good behaviour, effort and achievement is swiftly recognised and praised. This helps children to feel good about what they do and subsequently, they have high self-esteem. Children are valued as unique individuals and taught to appreciate and respect similarities and differences in people. Young children are introduced to larger group activities when visiting local play sessions. This helps to prepare them for the move to pre-school.

Children have ample space to play and rest. They enjoy access to a wide range of resources both indoors and outside. The childminder encourages children to be independent as they feed themselves, put their coats on and use the bathroom with supervision. Effective hygiene routines are in place and children learn about the benefits of healthy eating in a variety of ways. For example, they learn about healthy foods during discussion at meal times and they regularly take part in cooking activities. Children receive plenty of fresh air and exercise and this contributes greatly to their physical health and well-being. They learn about safety because they are reminded to be careful during play and the childminder regularly teaches and reinforces safety rules when they are out and about. For example, children learn not to walk around when using scissors and to stay within the childminder's sight when they go to the park.

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

The childminder has a good understanding of safeguarding. She is well aware of her local procedures for child protection and knows who to contact should she be concerned about a child in her care. Well-written policies and procedures underpin her good practice and they are effectively shared with parents. The childminder has attended recent safeguarding training and keeps up to date with current practice. Furthermore, all adults in the household have had their suitability checked. Consequently, children are kept safe from harm. The childminder carries out risk assessments for the premises and for outings, so that potential hazards are minimised. She has rigorous procedures in place for the collection of children.

The childminder monitors the educational programmes effectively to ensure that children make good progress. She is aware of, and addresses well, the learning and welfare requirements. The childminder ensures that her process of self-evaluation has a positive impact on children. Her priority for improvement was to make a comfy area for children to enjoy looking at books and to make her home child friendly by displaying an array of posters. The views of parents are valued in this process and the childminder holds regular discussions with parents about possible improvements, so that their views are taken into account. The childminder attends training courses that aid her in ensuring that children's learning and development needs are well met. She tracks children's progress and continually plans how to support their progress further through planning the next steps in their learning, based on what they accomplish each week.

Strong partnership working with parents supports children's overall development. As a result, the childminder responds effectively and sensitively to the daily individual needs of the children. She recognises that parents have the best knowledge of their children, although there is room to strengthen information sharing to extend children's rapid learning even further. Parents speak highly of the childminder. Their comments include, 'she is a great communicator, no trouble gaining child's confidence' and 'always greeted with a warm welcome and child is immediately at home'. The childminder has forged close links with other local early years providers. She shares information about children's progress and well-being with the nursery staff, as some children attend this setting in parallel to her own. She extends and complements their learning and passes on messages to parents. She has good links with the local school staff, so she is well prepared to support children in partnership with their teachers when they start school. The childminder works effectively with other professionals in support of all children and to ensure effective early intervention where this is necessary.

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	EY459112
Local authority	Coventry
Inspection number	928193
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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