

Inspection date	11/04/2014
Previous inspection date	12/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Young children are developing good communication and language skills because the childminder provides good levels of interaction. She talks to children about what is happening, introduces new words and shows an interest in what they say.
- The childminder develops warm and caring relationships with children, supporting them with the move into her home. Consequently, children are happy, confident and relaxed in her care.
- Good communication with parents enables important information to be shared. The childminder seeks comments from parents about the care provided, enabling her to take effective steps to improve her practice.
- Children's welfare is supported well because good measures are taken to keep the premises safe and well maintained and a range of healthy meals and drinks are provided.

It is not yet outstanding because

- There is capacity to build on babies and young children's understanding of themselves and the wider world by providing opportunities for them to see pictures and photographs of themselves and special people in their lives.
- There is scope to improve the opportunities for parents to share observations on children's learning, so this shared knowledge can be used to help plan and share ideas about how to move children forward.

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 playroom 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 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband, 13-year-old child, three adult children and her grandchild. The whole of the ground floor is used for childminding. There is an enclosed garden for outdoor play. The childminder visits the park, soft play centres and toddler groups. She takes children to and collects them from the local schools and pre-schools. The family has a dog. There are currently three 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 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She has an early years qualification at level 3 and 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:

- help babies and young children develop an understanding of themselves and the wider world, for example, by using photographs of familiar people and places
- extend opportunities for parents to contribute to their child's learning in the setting to enable the childminder to support children's progress to the very optimum.

Inspection judgements

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

The childminder has a clear understanding of how children learn through their play. Children are offered a wide range of activities that link with their interests. This successfully promotes children's development and progression towards the early learning goals. As a result, children are happy and settled in her care and are making good progress in readiness for school. The childminder gathers relevant information from parents when children first attend her home, so that she is familiar with their capabilities, interests and routines. She uses this information effectively, alongside her own observations, to complete children's starting points and next steps in development. This enables her to plan well across all the areas of learning and development.

The childminder understands the purpose of the progress check at age two. She assesses how children are developing in the prime areas of learning and provides parents with a summary, so that they can identify any additional support that their children might need. The childminder records children's progress through observations and takes photographs of them to illustrate the activities they enjoy. Parents are kept well informed about the activities their children take part in. This is through the use of a daily diary, regular

informal discussions and viewing learning journals. However, there is scope to improve the already good communication with parents by encouraging them to contribute to children's learning journals. This means that the childminder can use the information to extend children's learning to the very best.

The playroom is well prepared with most toys and activities stored at child-height. This helps children to confidently make independent choices in their play and enables them to take the lead in seeking out their favourite toys. The quality of teaching is good. The childminder gives high priority to the prime areas of learning with children aged under three years. She supports the development of young children well and provides a wide and interesting range of experiences for those in her care. These include resources to help children to gain awareness of the diverse society in which they live. However, the use of photographs for babies and young children has not been fully considered. This means that they have fewer opportunities to see pictures of their special people and their favourite places, in order to learn about themselves and the wider world.

Young children are developing good skills in speech and language. This is because the childminder joins in with their natural play, interacting and talking with them consistently about what they are doing. She encourages them to respond to her and they begin to chatter. Young children playing with dolls ask the childminder for help in undressing them. The childminder asks questions to support children's thinking, such as 'what is she going to do?' and 'what will she wear next?' Children respond with 'have a bath'. They carefully rock the doll to sleep before putting her into a pushchair to take her for a walk. Other children say 'bye bye baby'. Consequently, children become confident communicators. Children learn early writing skills by making marks in a variety of ways. They create patterns in the sand, make pictures using crayons and learn to write for a purpose in their role play. A wide range of books are readily available. Children enjoy listening to stories or sit quietly looking at books on their own. In addition, they regularly visit the library to choose books or join in 'rhyme time'. As a result, children's early literacy skills are promoted effectively.

Children show great concentration when they fit the toy princesses into their stands in the castle, carefully twisting and turning the pieces until they fit the slot. They are delighted when they put them into the correct place because this means that each toy princess will talk. Furthermore, young children and babies show great interest in toys with buttons, flaps and simple mechanisms and are beginning to learn how to operate them. As a result, children are gaining an insight into technology and developing some useful skills for their future learning. Children gain good early mathematical skills by completing jigsaw puzzles and making structures from building bricks. Everyday situations are effectively used to encourage children to count and recognise numerals. For example, children count how many cars they see and learn to recognise road signs.

The garden is well organised, so that children have constant access to it throughout the day. As a result, children thoroughly enjoy outdoor play and have plenty of opportunities for fresh air and exercise. They develop good coordination and balancing skills because they climb on large equipment and learn to kick, throw and catch balls. Outings to the local park offer a safe space for children to run freely and practise their physical skills on more challenging apparatus. Consequently, physical development is fostered well.

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

Children settle in their own time and demonstrate that they feel safe, secure and at ease. They develop a rapport with the childminder and her family, as they and their parents are warmly welcomed into her home. The childminder takes time to become familiar with the children's routines and learns how to meet their individual needs in partnership with their parents. She ensures children experience a smooth move from home. In addition, outings to local parent and toddler groups help young children to develop confidence and independence in situations away from her home. These experiences support children in their move to nursery or primary school when the time comes. Consequently, children's emotional well-being is supported well.

The childminder creates an inclusive environment whereby all children are supported to embrace and value diversity. They play with toys and look at books that show positive images of all kinds of people. Furthermore, children learn about various celebrations around the world. The childminder has a kind and caring approach, helping children to learn to share and take turns with popular resources. Consequently, children enjoy a calm environment, which supports their well-being. The childminder organises resources, so that they are mostly accessible, which helps to ignite children's interest and initiate their own play. Displays of children's work help them to develop a secure sense of belonging.

At all times, children are supported to develop their understanding of how to keep themselves safe, relative to their age and ability. For example, the childminder talks to children about the importance of road safety when they are crossing roads. The childminder provides healthy snacks and meals for children and talks to them about the importance of healthy eating. Young children demonstrate independent self-care skills, as the childminder encourages them to feed themselves. They have daily opportunities for fresh air and exercise. This includes making use of the local amenities that have large outdoor equipment that children can use to learn to climb and balance.

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

Following a recent visit by Ofsted, the childminder received a notice to improve to ensure that all adults living on the premises were subject to appropriate vetting processes. The childminder has provided the required information to Ofsted and checks have been completed on all of the adults who come into contact with the children. Therefore, children's safety and well-being are now fully assured. The childminder has a secure understanding of the local child protection procedures and a good awareness of the signs and symptoms of child abuse. She knows who to contact in the event of any concerns about a child in her care. This means that children are kept safe and protected from harm. Risk assessments of her home and outings are undertaken to identify hazards, which the childminder takes suitable steps to minimise, this helps to ensure children are kept safe. Documentation is detailed and effectively organised. For example, the childminder maintains records for accidents, medication and each child's daily attendance.

The childminder drives to continually develop her provision for children. She is reflective, evaluating on her own practice. Since the last inspection, she has increased the opportunities for young children to use programmable toys and to learn how to operate simple equipment, in order to fully extend their knowledge of information and communication technology. The childminder has attended training events and she uses her knowledge and skills effectively to enhance and support children's communication skills. She seeks and acts upon her own research and guidance from local authority advisors. As a result, children benefit from a broad range of experiences and their individual abilities and needs are monitored. This leads to good levels of support and intervention and helps to ensure that all children make good progress in their early learning, taking into account their starting points and capabilities.

The childminder develops positive partnerships with parents and responds effectively and sensitively to the daily individual needs of children and their families. Parents speak very positively about the childminder's provision. They state they are pleased with the progress their children make in their learning and that they are happy and settled in the childminder's care. The childminder responds positively to the daily individual needs of children and their families. She has established good partnership working with early years providers and other professionals, which helps to ensure children and their families benefit from early intervention and support.

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	EY298640
Local authority	Coventry
Inspection number	956873
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	12/07/2010
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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