

**Inspection date**

23/05/2014

Previous inspection date

09/10/2009

**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**

- The childminder plans a wide range of activities for children based on her accurate assessments of their individual needs and interests and her strong knowledge and understanding of how young children learn. All children are making good progress in their learning and development as a result of her good teaching.
- Children show they feel safe and secure with the childminder through their play and interactions. Children form strong bonds and secure emotional attachments with the childminder and her co-childminder. They treat them with kindness and care, which helps children gain a sense of well-being and belonging.
- Partnerships with parents are trusting and strong with effective communication sharing, enabling the childminder to tailor the care and learning children receive. Consequently, children feel secure and happy and are motivated in their play and learning.
- Children flourish in a caring and an enabling environment. This is because the childminder and her co-childminder capitalise on their individual strengths and positive working relationship to enhance the effective management of the setting.

**It is not yet outstanding because**

- There is scope to strengthen the partnerships with other providers of the Early Years Foundation Stage, in order to ensure that all information about children's learning and development is more effectively shared and used to plan and think through ideas of how to move children even further forward in their learning.

## 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 checked evidence of suitability and qualifications and the childminder's self-evaluation form.
- The inspector observed teaching and learning activities in the play room and in the childminders garden.
- The inspector took account of the views of parents spoken to on the day of the inspection and provided in written form.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a number of policies and procedures.

## Inspector

Rupinder Phullar

## Full report

### Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged 18 and 19 years on the outskirts of Nuneaton, Warwickshire. The whole of the childminder's home is used for childminding, with the exception of a first floor bedroom. An enclosed garden is used for outdoor play activities. The childminder works alongside her husband who is also a registered childminder and both have joint responsibility for the childminding practice. There are 10 children on roll, of whom seven are in the early years age and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She collects children from the local school and nurseries.

### What the setting needs to do to improve further

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

- extend the arrangements for sharing information and partnership working with other providers that children attend, in order to further support children's good learning and development.

## Inspection judgements

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

Children have lots of fun in the warm and welcoming home. The indoor and outdoor environments are well resourced, enabling children to freely access toys and resources meeting their developmental needs. Children are making good progress in their learning and development as the quality of teaching is strong. Children are supported strongly through routines and activities, which encourage their independence and developing skills in readiness for school. The childminder has a good knowledge of the educational programmes and is skilful in promoting the characteristics of effective learning. She plans a good range of well-balanced activities that takes account of the different ways in which individual children learn and the stage of learning and development that each child has reached. Activities place a high focus on the prime and specific areas of learning. The childminder completes purposeful, formative observations of children's achievements to carefully monitor their progress. This information is used to identify what children need to learn next. Information from children's development records is used to complete assessments of the progress check for children aged between two and three years, which are shared with and contributed to by parents.

Children clearly enjoy their time with the childminder and engage well with her. They are able to explore and discover new things as the childminder provides a wide range of interesting, stimulating and challenging experiences for them. She skilfully intervenes and

extends children's learning as they play through effective teaching. Children develop their speech and language skills well. The childminder talks to children constantly, listening to what they are saying and extending their vocabulary as she uses questions, which are appropriate to the child's stage of development. For example, she introduces language, such as 'slimy snails' and 'snug as a bug' as they observe a snail underneath a small rock. This means that children learn new vocabulary and become confident communicators. Younger children engage in early conversations when the childminder copy the sounds they make. They benefit from making eye contact and being physically close with her. The childminder skilled in engaging children in activities that help them to learn. For example, she use different voices and intonation when she reads stories to children and encourage them to join in wherever possible. This helps children to listen with increasing attention and show interest in illustrations and print in books. Children successfully learn about the natural world by activities and outings. They look for mini-bugs in the childminder's garden and visit parks regularly and learn about the natural environment. Alongside using spontaneous and routine activities, the childminder consolidates children's learning by planned themes that cover all the areas of learning. For example, the bug topic is used to extend children's learning and is linked to individual interests. Children watch trails made by the snail in the garden and create their trails of foot prints with paint. The theme is extended as children consider and create play dough legs to differentiate the number of legs that different bugs have. Children gain awareness of cultural celebrations, all of which are enhanced by art and craft activities. Children are encouraged to be creative and develop their own masterpieces during these activities.

The childminder a strong emphasis on working in partnerships with parents and regularly discuss ways in which to support and extend children's learning at home. However, there is scope to strengthen the partnerships with other providers in order to ensure that all information about children's learning and development is more effectively shared and used to plan and move children even further forward in their learning.

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

Children are warmly welcomed into this nurturing and caring home. Children relate well to the childminder and her co-childminder and develop close emotional attachments with them both. The childminder is attentive to their individual needs and talks confidently about their unique characteristics. She tunes in sensitively to their needs, for example, she is aware of the signs when a child is getting tired or needs reassurance with a cuddle. The childminder works well with parents and places a good focus on settling-in procedures. She gives children time to become familiar with the environment and confident in their surroundings. Consequently, children's emotional needs are met, which prepares them for the next stage in their learning.

The childminder is skilled in encouraging children's independence and social awareness during play and daily routines. For example, she supports all children to independently put their coats and shoes on when they go out to play. This clearly boosts their confidence and gives them a strong sense of belonging. Children interact well with the childminders and are developing their social skills as they are encouraged to use good manners, such as 'please' and 'thank you'. They are learning to share and play cooperatively with their

peers. Children have high levels of self-esteem as the childminder offers plenty of praise for their achievements no matter how small. Physical skills and exploration are well promoted, as children have daily opportunities to play in the garden and they readily visit local parks and amenities. Children are learning about self-care and safety through related activities, all of which are supported by discussions, including about 'stranger danger' and road safety. On outings children's safety is assured as they respond to established routines.

The childminder acts in a calm manner and is a good role model to the children. She uses positive and consistent strategies to provide children with a clear understanding of acceptable behaviour. Children are praised for positive behaviour and spoken to in a sensitive, gentle way if disagreements arise. The childminder has agreed procedures outlining how to manage changes in children's behaviour and the rationale of this is shared with parents, to maintain a joint approach.

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

The childminder understanding her responsibility to that she meets the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has a strong knowledge of her duty to protect children and the procedures to follow in the event of a concern about a child. She has completed safeguarding training. All required family members in the household are suitably vetted. Thorough risk assessments and daily visual checks and robust routines ensure children are kept safe both in the home and on outings. For example, the childminder has installed a closed circuit television system to ensure that no unauthorised visitors access the setting.

The childminder has established a range of effective policies and procedures to ensure that her provision is well managed. These are shared with parents on the onset, to provide them with an insight into the childminder's role and responsibilities. All other required documentation is in place and also is well maintained. The childminder effectively monitors the delivery of the educational programmes within her setting and has clear procedures in place to observe, assess and monitor children's progress. This means that children's development is tracked effectively to ensure that they are making good progress in line with their peer group. The childminder ensures her practice is fully inclusive to support the needs of the children who attend the setting. The childminder has high expectations of herself and is passionate about providing the best possible care and learning opportunities for children. The childminder has completed all mandatory training courses and holds a paediatric first-aid certificate.

The recommendation from the last inspection has been addressed fully. The childminder effectively reflect on and evaluate their service. Parents' views about all aspects of the setting are sought. For example, parents complete questionnaires to evaluate the childminder's practice and suggest areas of improvements. Children have an active voice in sharing their ideas and their opinions are readily sought during planning of activities. All of this demonstrates the childminder willingness to ensure that she continues to provide a good quality provision for children. The strong partnership with parents contributes

significantly to meeting children's learning and development needs and promoting their well-being. This ensures they are confident to leave their children in the childminder's care. There is a good level of communication with parents, which ensures continuity of children's care, learning and development. This two-way sharing of information enhances parents' experience and extends children's learning. This means that they are kept well informed about the childminder's setting and what their child is doing. They are involved in promoting their children's progress and well-being. Parents are pleased with the quality of the provision.

### **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>	201493
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	854286
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/10/2009
<b>Telephone number</b>	

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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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