

**Inspection date**

30/05/2014

Previous inspection date

12/12/2013

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

4

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**

- Children are settled and happy because the childminder has familiar routines which she implements with care and affection. She constantly reflects on, and reviews her practice, to ensure that they feel safe and secure.
- Children have developed warm relationships with the childminder and her assistant. They show good levels of confidence which enables them to explore their surroundings.
- The childminder has a good understanding of how to safeguard and promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these so children can use all areas of the home used for childminding and the garden safely in their play.
- Partnership working with parents and other providers is good. The ongoing exchange of information results in children's individual needs being met and everyone working together to support children's ongoing development. This enables every child to make good progress from their starting points.

**It is not yet outstanding because**

- Partnerships with other settings that children attend and the sharing of information is not yet fully established, to ensure continuity of care.

## 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 home and garden.
- 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 childminder's qualifications and the suitability of all adults in the home

## Inspector

Tracey Boland

## Full report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband, who is her assistant, and their three children aged three, seven and nine years. The whole of the ground floor, first floor bathroom and rear garden are used for childminding. The family has rabbits, a cat and a dog as pets. The childminder attends several toddler groups and visits the park on a regular basis. There are currently seven children on roll, of whom five are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and holds an early years qualification at level 2.

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

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

- extend the developing partnerships with other settings children attend to identify children's learning needs and provide continuity of care.

## Inspection judgements

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

The childminder's demonstrates a good knowledge and understanding of how children learn and develop and supports children to make good progress. Since the last inspection the childminder and her assistant have re-evaluated their planning, observations and assessments. They have made changes that have had a positive impact on children's ongoing learning and development. Detailed information gained from parents is used to inform planning which is supported through observations and assessments. The childminder evaluates each activity each day to ensure children's learning needs have been addressed. The information is used to identify children's stage of development and the resources that are needed to help children make the best possible progress. The childminder and her assistant also look at what they can do to further enhance children's learning. Planning takes account of the seven areas of learning and the ideas of the parents and children are included. This helps prepare children for nursery or school and enables parents participation at all times in their learning. Photographs enable parents to see the pleasure and enjoyment the children have throughout the day and encourage children to recall the fun they have had. Children's independence is continually encouraged and they make informed choices with regard to their play. Resources are stored in low level boxes. These are labelled and have pictures of the toys that are in them so all children are able to choose their play. Children have many opportunities to develop their literacy skills through mark making activities and they begin to understand that print carries a meaning. Children's enjoyment of books is nurtured through visits to

the library and spending time looking at books alone or with the childminder.

The childminder has a good understanding of the prime and specific areas of learning and plans according to children's ages and abilities. Children's language is encouraged as the childminder asks questions to extend their thinking and language skills and encourages them to recall past events. Children learn about the living world and regularly visit the childminder's newly acquired allotment. They help prepare the soil using small tools and equipment, ready for planting seeds and bulbs. Children enjoy cooking activities, either helping to prepare their meals or making cakes and biscuits. They increase their understanding and recognition of numbers as they weigh and measure the ingredients according to their abilities. They develop their small muscle skills as they mix the ingredients together and use cutters to make various shapes. Photographs reflect the activities, for example, making heart shaped biscuits which they are able to share with their parents. Cooking activities also include foods from different countries, especially at times of celebration throughout the year, for example, making Indian sweets and samosas. This gives children a sense of pride in their achievements while encouraging their learning. Children's understanding of diversity and the wider world is encouraged through books and many activities. Resources that reflect positive images of race, culture, gender and disability are freely available, including books, puzzles, small world figures and dressing up and role play.

Babies and young children benefit from plenty of one to one time with the childminder. Time is spent encouraging eye contact, talking to them, singing familiar songs that also include actions and looking at books that have different textures included in them. Their mobility is encouraged as the childminder places toys slightly out of reach. Low level furniture enables babies to begin to pull themselves to standing when the time is right. Children thoroughly enjoy being creative, using various paints, sponges, and brushes and their hands to make marks. Shaving foam, gloop and sand encourage their senses further. Children learn about the living world and are actively involved in caring for the family's pets. They help to feed and clean the rabbits, learning to hold them gently and the importance of treating them kindly. They also walk to the local fields to feed the horses.

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

Children's safety is assured as the childminder identifies potential risks within the home, garden and when out and takes effective steps to minimise them. Detailed written risk assessments alongside daily visual checks ensure children's safety is maintained. Children's understanding of their own safety and well-being is enhanced as they are actively involved in practising the fire evacuation procedure. They understand the importance of listening to the childminder and leaving the house quickly and safely. All fire drills are recorded and evaluated to ensure the procedure remains suitable. High visibility jackets and fluorescent wristbands are worn on outings by children who have the childminder's contact details should they become separated. Children begin to understand about their own safety when out, following clear routines when crossing the road and not talking to people they do not know. Children are also reminded about their own safety when playing on large equipment. They fully understand the need to ensure the zip on the safety net around the trampoline is secure when using it. As a result, children develop an

understanding of how to keep themselves safe. Behaviour is good. Since the last inspection the childminder has attended a positive behaviour course to enhance of her understanding of appropriate strategies to use when dealing with children's behaviour. Children are reminded to share and take turns through play. Large egg timers are used, for differing lengths of time so children can visually see when it is their turn to use popular resources. Stickers and reward charts are also used in conjunction with parent's which alongside the praise and encouragement they receive, builds children's confidence and self-esteem. The childminder and her assistant are good role models, speaking gently to children and sharing their good behaviour with their parents.

Children's social skills are continually developing as they meet with other children and familiar adults through the various groups and settings they attend during the week. This broadens the learning opportunities and experiences available to them and successfully helps children to prepare for the transition to pre-school or nursery. Children's health and well-being is promoted each day. They enjoy freshly prepared foods that are nutritious and balanced and take into account their individual dietary needs and preferences. Fresh fruit is provided throughout the day and children are actively involved in helping prepare foods. This helps develop their understanding of foods that are good for their bodies. Their health is further enhanced as they freely access the garden, gaining plenty of fresh air and exercise. A large gazebo enables children to play outdoors even in inclement weather and provides shade in the mid-day sunshine. Children's large muscle skills, control and coordination are encouraged. They use large climbing equipment, wheeled toys and thoroughly enjoy taking part in their own sports days with many well-known races, such as the egg and spoon and three-legged race. Resources reflect the ages and abilities of the children. Daily walks to school and different groups attended encourage children to learn about their environment and become aware of the community around them. The childminder encourages children's independence throughout the day, for example, getting themselves dressed for outdoor play, at mealtimes and when using the bathroom. Younger children's comfort is maintained throughout the day through appropriate nappy changing routines and they sleep according to their needs.

Children's emotional development is promoted very well and children have developed strong relationships with the childminder, her assistant and each other. Children clearly feel safe and secure in their care and interaction on the day of the inspection was very good. Their feeling of belonging and inclusion is encouraged as their individual needs are included into the day. Time spent gradually introducing children into their new environment at the start of their placement makes the transition from home into the childminder's care a positive, supportive experience.

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

The childminder and her assistant demonstrate a good understanding of their role and responsibility with regard to safeguarding children in their care from abuse and neglect. Since her last inspection, one monitoring visit has taken place by an inspector which acknowledged the improvements made to the provision. Training relating to safeguarding to refresh the childminder's knowledge has been accessed. She has also implemented a

strict policy, with regard to the use of mobile phones and cameras in her home. Her assistant is waiting for confirmation of his place on a training course. Children's safety is assured as the childminder is now fully conversant with the various signs of abuse and the correct procedures to follow should she have any concerns about a child. Disclosing and Barring Service checks are completed for all adults in the home ensuring they are suitable to be in the proximity of children. Clear routines are in place to ensure children are supervised at all times, including when in a vehicle. Identification of all visitors to the home is sought and children are not left unattended with any other adults. All written policies and procedures reflecting the care provided have been updated. They are shared with parents who confirm they have read and fully understood the content. All required documentation is maintained including children's personal details, individual requirements and medical needs which are incorporated into the day. Consequently, children's needs are well known and their safety assured.

The childminder is proactive with regard to continually enhancing her knowledge and understanding in the childcare field. Knowledge of current practice and changes to legislation is kept up to date. Information is gained through the local authority, the Professional Association for Childcare and Early Years and through meeting with other childminders. The views and opinions of parents are actively sought about the service they receive. The childminder values their comments, which are gained through the use of questionnaires, daily diaries and verbal discussion. This alongside her and her assistant's own reflection of practice enables them to identify strengths and areas for development and set appropriate targets for improvement. This has a positive impact on the care provided. Parents speak positively of the care provided and comments include 'my childminder has been a lifesaver, brilliant and has done everything the way I wanted her to'. 'My child settled in immediately, is always happy and the childminder keeps me up to date with progress' and 'my child also has chance to meet other children at the groups they go to'.

Partnerships between parents and the childminder are strong. Children feel safe and secure as time is spent during the initial introduction to her home becoming familiar with their new environment. Parents have ample opportunity to share detailed information about their child's needs. The childminder and her assistant use the information to effectively include children's needs in the daily routines. This ensures the transition from home to the childminder's house is a positive experience and children settle well. Daily diaries effectively heighten communication keeping parents informed about their child's day, progress and achievements. At the last inspection, the childminder was asked to improve partnership working with the other settings children attend. The childminder has taken many steps to develop partnership working through sharing information but this is still ongoing as she has found some resistance from other settings. The childminder works closely with parents to ensure the progress check is completed between the age of two and three years. She uses their knowledge to compile a comprehensive report to share with other health professionals. Monthly meetings and the use of observations and assessments enable all parties to keep up to date and seek early intervention for children where any gaps in learning are identified.

## **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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>	EY440764
<b>Local authority</b>	Coventry
<b>Inspection number</b>	965343
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	10
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/12/2013
<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.

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.

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