

Inspection date	23/06/2014
Previous inspection date	24/01/2013

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

- The childminder plans successfully in accordance with children's interests, as well as ensuring that children are challenged effectively so that they make good progress.
- Children's personal, social and emotional development is promoted well by the childminder. Consequently, children are happy, settled and secure and the relationships are good.
- The childminder successfully identifies and minimises risks in her home and garden. Children are safeguarded because she is aware of her responsibilities to supervise them and protect them from abuse and neglect.
- The childminder ensures that children's sensory play experiences are given a high priority. They enjoy exploring and investigating a range of different media.

It is not yet outstanding because

- Young children's speaking skills are not consistently extended with full effect by the childminder. She repeats the single words that they say back to them, but does not promote sentence building by adding a word.
- Opportunities for children to make choices are not maximised. Toy boxes are easily accessible to them, but children are not able to identify what is inside because the boxes are opaque and do not have picture labels.

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 in the main playroom and outside.
- The inspector spoke to the childminder, her assistant and children throughout the inspection.
- The inspector looked at a selection of children's assessment records, planning and a range of other documentation.
- The inspector checked evidence of training and evidence of the suitability of all adults living or working at the premises.

Inspector

Jan Burnet

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives in Coventry with her partner and their three children aged five years, two years and seven months. The childminder works with an assistant. The whole of the ground floor of the childminder's home and a first floor bathroom are used for childminding. In addition, a timber unit at the end of the garden has been built for childminding purposes. The enclosed garden is used for outdoor play. There are currently two children on roll, both are in the early years age group. The childminder cares for children Monday to Friday from 7am until 6pm, all year round, except for bank and family holidays. She 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:

- enhance the speaking skills of young children by modelling sentences by, for example, adding a word when repeating the single words that children say
- extend opportunities for children to make choices by, for example, using picture labels on toy boxes that are stored in a shelving unit.

Inspection judgements

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

Children make good progress because the childminder observes and assesses them well and plans for learning that is tailored to individual needs. Information obtained initially from parents during their child's induction is used effectively by the childminder, to ensure that children are challenged to reach next steps in their learning. A good partnership with parents continues because information on achievements at home and while the child is with the childminder is regularly shared. The childminder supports children well, so that they develop skills in readiness for nursery class and school. She is aware of the requirement to provide parents with a progress check between the age of two and three years and she completes this where necessary.

Children are happy and settled in the childminder's care. Their understanding is good and young children communicate confidently with her through body language, gestures and expression. The childminder interprets their wants and needs well and when they say single words she promotes their speaking skills by repeating the words back to them. However, support for children to begin to use sentences is not maximised because the childminder does not add a word when she repeats the word that they say. Children make

good progress physically. Manipulative skills are developing well because the childminder provides toys that challenge young children effectively. These include threading beads and inset jigsaw puzzles. Children learn to match and name shapes and colours, as well as practise manipulative skills, when they post shapes into sorters.

Opportunities for children to explore and investigate are good. A range of different media includes paint, sand, water, dough and shaving foam. Children are keen to put on aprons because they are eager to get involved. The childminder places a large rubber tray on the playroom floor and squirts lots of shaving foam into it. Young children immediately explore the foam with both of their hands. The childminder encourages the children to squeeze and rub the foam. She spreads it in the tray and models mark making as she draws shapes and writes children's names. Children copy her and make marks with the tips of their fingers. Children are interested to see the change when they mix food colouring in with the foam. They are offered an opportunity to take off their shoes and socks and explore and make marks in the mixture with their feet. Some children decline, but they are interested in watching the reaction of the other children.

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

The childminder gives children's personal, social and emotional development a high priority. She and her assistant have very good relationships with the children in their care. A settling-in period is discussed and agreed with parents in accordance with children's different emotional needs. Children are prepared well for their transition into other early years settings and reception class in school because they make good progress and because they are emotionally secure. The childminder identifies the benefit of attending groups so that children socialise with other adults and children. Positive reinforcement is used as a major strategy for managing behaviour, in order to boost children's confidence and self-esteem. Resources are safe and meet children's learning and development needs well. The childminder promotes children's independence effectively by ensuring that toys are easily accessible, so that children can choose and select for themselves. However, opportunities for them to make choices are not maximised because they are unable to identify what is inside the toy boxes that are stored in a shelving unit.

The childminder creates a warm and welcoming environment for children and their parents. Clear admission information obtained from parents ensures that individual care needs are well met. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected because the childminder encourages them to be physically active. Children balance well as they jump on the trampoline and they are able to balance on one leg to kick a football. At the park they climb and slide with confidence. Children enjoy singing and dancing and they join in with actions to songs. Children's welfare is addressed effectively because the childminder ensures that the environment is healthy and safe. She teaches children how to keep themselves safe. For example, they learn why only one at a time can jump on the trampoline, they gain an awareness of stranger danger, they learn how to cross the road safely and they practise the fire drill. Children adopt healthy habits, such as good hygiene practices, and they learn to manage their self-care needs. The childminder makes sure

that they eat healthy meals and snacks.

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

The childminder ensures that her home is safe, secure and welcoming. She is aware of her responsibilities with regard to safeguarding children. All necessary checks have been completed for members of the household aged 16 years and over. The childminder ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Coventry Safeguarding Children Board procedures.

The childminder monitors the educational programmes effectively to ensure that children make good progress. She is aware of, and addresses well, the requirements within the Early Years Foundation Stage. In order to review and improve her childminding provision, the childminder welcomes advice and support from the representative of the local authority. She recently resumed childminding after taking a six month break. Her priority for improvement is to ensure that record keeping for observation, assessment and next steps planning is fully effective in order to promote children's learning and development. The childminder has completed required training courses and is considering others that are provided by the local authority in order to improve her knowledge and skills. Her assistant plans to complete first-aid training. A recent addition to her premises is a timber unit built in the garden especially for childminding purposes. This is set out with a good variety of resources that meet children's different learning needs effectively and are maintained in a good state of repair.

Good communication between the childminder and parents means that children's care and learning needs are met well. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual care needs from parents and agreeing with them how they can work together to meet these needs. A range of written policies successfully reflect the service provided with regard to meeting children's needs. The childminder is aware of the importance of developing good links with other early years providers, in order to ensure continuity of care and learning for children, when the need arises. Required documentation is kept up to date and in good order.

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

Unique reference number	EY412212
Local authority	Coventry
Inspection number	952049
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	2
Name of provider	
Date of previous inspection	24/01/2013
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

