

<b>Inspection date</b>	14/05/2014
Previous inspection date	23/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children make good progress in their learning and development. They are supported by the enthusiastic childminder who plans activities based on children's interests and involves herself well in their play.
- Children flourish in this caring and homely environment because they form appropriate bonds and secure emotional attachments with the childminder.
- Children are effectively safeguarded because the childminder has a good understanding of the child protection procedures to follow, if she has concerns about a child.
- The childminder's good relationships with parents, including effective two-way flow of information, makes a strong contribution to meeting all children's needs successfully.
- The childminder is increasingly aware of her management responsibilities and the established systems of supervision and appraisals effectively ensure the ongoing suitability of her assistants.

### **It is not yet outstanding because**

- There is scope to enhance the use of the available spaces, so that children are able to become increasingly independent in their play experiences.
- The opportunities which support the assistants' continued professional development are not explored to the very optimum.

## 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 observed activities and spoke with the childminder, assistants and children at appropriate times throughout the inspection.
- The inspector reviewed documentation including suitability and vetting checks, children's information and learning records and a selection of the childminder's certificates, policies and procedures.
- The inspector took account of the views of parents from the written references provided for inspection.

## Inspector

Lucy Showell

## Full report

### Information about the setting

The childminder has been registered since 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. She works alongside another registered childminder and has five assistants. No more than three adults care for children at any one time. The childminder mainly works from her co-childminder's house and occasionally from a second registered premises in Nuneaton, Warwickshire. Both properties have enclosed areas available for outdoor play and are within walking distance of the local shops, schools and parks. The family has two dogs and a cat. There are currently 12 children on roll who are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.15am to 6.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder collects children from the local schools and pre-schools. Wrap-around and holiday care is also provided for older children who attend local schools. The childminder holds a recognised early years qualification at level 3.

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

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

- build on the use of spaces available so that children can choose between activities inside and outdoors, in order to enrich their independence and explore their environment with further confidence
- enhance the systems in place for the continued professional development of assistants, by strengthening their confidence in assessing the practice of other assistants and through further evaluation of the impact of the training attended.

## Inspection judgements

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

The childminder uses her knowledge and experience effectively to ensure that children are consistently challenged to reach the next stage in their development. She recognises that children develop at different rates and in varied ways and assesses the progress children make with this in mind. Documentation, such as 'All about me' books, are completed with parents when children start. This helps to settle children at the setting, because the childminder knows about their likes, dislikes and preferences. The childminder uses this information to assess children's starting points and identify their next steps, with reference to relevant guidance documents. This forms the beginning of an ongoing process, which effectively involves the parents in their child's learning. The childminder and assistants share accurate accounts of the days' events with parents and often take time to review the children's progress. These discussions are used to support the valuable journals, which include photographs of the children enjoying various activities. These records are

enhanced by observations and details of the impact on children's development and their next steps, across the prime and specific areas of learning. Parents are also invited to review and contribute to these in order to gather a full assessment of the child. Furthermore, the childminder shares relevant information with other providers at different settings that the children also attend. This means that she gathers significant detail about what the children are doing elsewhere and provides complementary experiences, to extend children's learning. As a result, children are prepared well for movements between the setting and for moving on to school. The childminder is aware of the requirement to complete summaries for the progress check for children between the ages of two and three years. These are shared effectively with parents and other professionals, if appropriate. She clearly understands this is in order to identify the development levels and needs of each child and to help gain any required support for their continued progress.

The daily experiences and opportunities for children cater well for their differing needs and interests. For example, children are taken to and collected from nurseries and schools, and enjoy outings to play centres and local parks. This provides children with good opportunities within the local community where they socialise with other children of similar ages. This means that children are developing a range of important skills, which support their current and future learning. In the childminding premises, all children are enthusiastic, engaged and actively involved in their own learning. They are developing positive self-esteem, as they receive plenty of praise and encouragement for their efforts and achievements. The childminder recognises children's interests in stories and has developed story sacks with props to make the stories come alive. She extends this further, with linked experiences, such as board games or sorting and matching activities based on familiar stories. She interacts well with the children, involving herself in their play and prompting them to make choices in their play. For example, children enjoy acting out real and imagined experiences as they dress up as different characters, or pretend to cook meals and prepare drinks. There are several different costumes to choose from and children mostly gravitate towards the princess and fairy costumes. The childminder encourages the children to share and take turns and helps them to change out of a character outfit, when additional fairy costumes become available. The baby is also dressed up so that he is not left out and the childminder interacts well with the children joining in, putting on different accessories. This prompts further interaction, asking questions about who they are and what are they doing. Consequently, children are encouraged to steer their own learning and give purpose and meaning to their actions. This means that the childminder recognises children's interests and extends the activities into continuous learning experiences, which enrich their development.

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

Plenty of space and resources are available within the three rooms, which are accessed by the children. There is scope, however, to enhance the opportunities that children have to explore the environment independently, or choose between indoor and outdoor experiences. This is because children currently sleep in the back room, which has access to the garden, while other children enjoy activities at the table in the front room, or general play in the middle room. While this means that sleeping children are in the quietest room, it also means that children are not able to access the outdoor facilities, at

times, throughout the day. The childminder conducts effective checks as she sets out the resources ready for the children before they arrive, or rotates them to maintain interest. This ensures the environment and resources are safe and suitable. Children appear at home in their surroundings and are becoming more aware of their safety, as they help to tidy away when they have finished. This practice supports the childminder's clear risk assessments and ensures children are developing skills to help manage the safety of their environment.

The close and caring relationships between the childminder and the children are evident. There are lots of smiles and claps and much laughter as children play, which adds to the relaxed and fun atmosphere. The childminder is a good role model. She and her co-childminder and assistants use consistent methods, and age and stage appropriate explanations provide children with a clear understanding of acceptable behaviour. Documentation is now in place to record any incidents and to share with parents accordingly. The recent training attended has given the co-childminders good knowledge and understanding of appropriate ways to deal with children's behaviour. They discuss and share these methods in order to ensure consistency in their practice. For example, all adults encourage children to learn through gentle reminders during play and effective distraction techniques promote good sharing of favourite toys. Therefore, children are developing the skills needed to support the next stage in their learning, preparing them for their movements within this setting, other settings, or on to school. Children are caring and considerate towards one another. For example, one of the children particularly likes to help looking after the younger ones and gives them activity toys to play with. Thoughtful activities and resources are provided to promote children's knowledge of equality. For example, play people, dolls and books are readily available and the rooms are decorated with the children's artwork and photographs, which depict a range of special events. As a result, children are increasingly aware of others and learn to value and respect diversity.

The childminder meets the children's individual needs effectively. She gathers relevant information from parents about routines and preferences and ensures these are implemented well to meet the needs of the children. Light snacks and healthy meals are prepared quickly so that the childminder does not spend time away from the children, in the kitchen. Fresh water and individual drinks are always available and the childminder encourages children to try healthy options, such as yoghurts and a selection of fruit. Children enjoy fresh air and exercise through activities outside. For example, they enjoy walks in the local environment and visit parks to run around and play on a variety of age and stage appropriate equipment. The garden spaces at both premises are being developed in order to provide more interesting opportunities outside. For example, children have planted a range of flowers, fruits and vegetables at this setting and are making plans for what they would like to grow at the second setting.

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

The childminder has significantly improved her understanding of her responsibilities since the last inspection and subsequent two monitoring visits. She is very aware of her management duties and ensuring that assistants understand their roles and

responsibilities well. This means that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. All adults have attended recent safeguarding training and appropriate documentation is now clearly displayed at the premises. Therefore, the childminder has assured that she and her co-workers are confident in how to deal with any safeguarding concerns, in an appropriate and timely manner. The updated policy is informative and includes all contact details and referral information, if required. The childminder is fully aware of her responsibilities and shares this with parents at initial visits. She constantly reappraises the environment to ensure that it remains suitable at all times. All adults' suitability is assured through appropriate vetting checks and effective deployment. As a result, children are well protected by suitable adults and receive good quality care in this safe environment.

There are well-written and up-to-date policies and procedures in place, which are shared efficiently with the co-childminder and assistants. This ensures that all adults support the management of the setting and demonstrate a good level of understanding of the safeguarding and welfare requirements. There is a well-defined management structure in place so that the childminder, co-childminder and all assistants understand their individual and collective roles. The childminder has worked particularly hard with her co-childminder to establish a supportive system of supervisions and appraisals. These help to identify training needs and are used well to monitor and review practice. For example, regular meetings are held on a one-to-one basis and as a team and a matrix has been set up, so that all adults can track the training attended and the benefit to the setting. This system has also led to a more organised approach, to ensure that all adults are up to date with compulsory training, such as first aid and safeguarding. This results in a secure and solid team. All adults recognise that these changes in practice have led to significant improvements to performance and increased their knowledge and understanding immensely. To take this further they are considering conducting peer-on-peer observations. This is in order to fully embrace the process of evaluation and assess the impact that the training and improved knowledge is having on their ongoing practice. The childminder is committed to continuing to develop and improve her service. She reflects on practice and identifies well-targeted priorities for development. For example, she has identified particular research documents to support all adults' understanding of good quality childcare and to raise their expectations. The childminder is aware of the importance of assessing and monitoring the planning and delivery of the educational programmes. For example, she reviews the progress children make and evaluates the activities she, her co-childminder and assistants provide. This is to ensure that children are enjoying activities which challenge and extend their learning.

There are currently no children on roll with special educational needs and/or disabilities, or children who speak English as an additional language. The childminder explains how effective communication with parents helps to support the children, so that individual care routines and needs are met. She also shows a clear understanding of the importance of sharing information with other professionals. She demonstrates this in the relationships she has with other professionals, who share the care of the children. For example, the childminder shares relevant information with the staff to ensure that children receive consistent and complementary experiences across settings. The ongoing two-way flow of information with parents is valued and used to ensure children receive continuity in their care and individual needs are met. For example, there are initial discussions and records

about care routines, likes, dislikes and written permissions are given for various purposes, such as going on outings. The childminder completes records about the daily events, shares learning journals and holds regular discussions about children's progress. Clear information is shared with parents about the organisation of the provision. For example, boards are displayed with relevant information and discussions are held so that parents know which of the two premises the children will be in, and which adults will be caring for them each day. The parents are very happy with the care provided and are pleased to share many positive comments. For example, written references include comments, such as 'we know our child is in very safe hands' and 'all adults provide a loving nurturing environment'. Further references state, 'they worked closely with me and my children from the beginning, working hard to settle them in and make us feel at ease', 'I am extremely happy with the care my children are receiving, and the great progress made' and 'this is a friendly, warm, very welcoming atmosphere'.

### **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>	EY390558
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	967822
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/12/2013
<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.

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