

| | |
|--------------------------|------------|
| Inspection date | 30/06/2014 |
| Previous inspection date | 08/09/2010 |

| | | |
|--|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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 develops warm and caring relationships with children, supporting them with the transition into her home. Consequently, children are happy, confident and relaxed in her care.
- Children make good progress in their learning and development, due to the childminder's sound knowledge of their individual needs and interests. She uses this to provide interesting activities and outings, which develop children's skills and knowledge.
- Partnership working with parents and other providers is good. The constant exchange of important information results in children's individual needs being respected and met, with everyone working together to support children's ongoing development.
- The childminder has a sound knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect the welfare of the child.

It is not yet outstanding because

- The garden is not always used to best effect to further strengthen children's increasingly good physical skills.
- There is scope to improve the accessibility of writing materials so that children have more spontaneous opportunities to make marks and practise their early writing skills, so that they maximise the already good progress that they make.

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 the 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 registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her adult daughter and 13-year-old child. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden for outside play. Access to the garden is via several steps. Children are also taken on local outings, including regularly attending local groups. The family has two cats. Children can be taken to and collected from the local schools and pre-schools. There are currently six children on roll, three are in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She has an early years qualification at level 3 and is a member of the 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:

- increase the opportunities for children to make marks and practice their early writing skills by reviewing the organisation and accessibility of writing materials
- strengthen children's physical development by introducing more opportunities for them to balance and climb on equipment and throw, catch or kick balls.

Inspection judgements

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

The childminder supports young children well in making good progress in their learning, in preparation for when they start school. Children take part in a wide range of challenging and enjoyable learning experiences, which take into account their individual needs, interests and stage of development. The childminder routinely observes and assesses children's progress and this enables her to plan for their future learning. Furthermore, she makes good use of the progress check completed for children aged between two and three years to identify any additional support that may be needed. Children's learning journals are freely available to parents, keeping them informed of their child's ongoing progress. Photographs reflect children's enjoyment and parents are encouraged to continue their child's learning at home. For example, the childminder chats to parents about the stories children enjoy and the songs they love to sing while they are in her care. The childminder's home is relatively well organised so that children can freely access most resources to initiate their own play. This effectively encourages their independence. However, although writing materials are plentiful, they are not stored within children's reach so that they can consistently use them in their spontaneous play. They do, however,

use pencils and crayons to create pictures and label their own work in adult-led activities. Consequently, they are learning that the marks they make as they draw, write and paint have meaning.

The quality of teaching is good. The childminder talks to children asking questions to encourage their critical thinking and exploration. For example, children work out why the train track will not fit together. They learn that the curved pieces connect to the straight pieces and this is what makes the shape of the track. The childminder teaches children mathematical language, such as long, short and they discuss the colour of the engines and how many they will need for their passengers. As a result, children learn to count reliably and competently talk about shape and size. Children also learn to recognise that print has meaning as they look at the labels on the back of the train track. Children sound some of the letters they see on the engines and look for other objects around the room that start with the same sound. Consequently, children are developing good literacy skills. Children express their own ideas and relish the childminder's involvement in their free play. They invite her to join in a game that involves making and matching eggs. The childminder teaches children how to fix the toy eggs together, lining up the points on the shell to make a whole one. She tells the children the instructions and demonstrated how to do it. This gives children confidence in what they do and raises their self-esteem. The playhouse in the garden is frequently used and very popular, enabling children to use their imagination and take part in pretend play. They notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. For example, children make 'dinner and cups of tea' for adults using the 'cooker' and 'microwave'. They pretend to put the washing the machine and tend to their 'babies'. Children enjoy exercise and fresh air, visiting local groups and walking to local shops. However, there is scope to use the garden more effectively to further enhance children's very good physical skills.

The childminder provides good opportunities for children to develop a sound understanding of the wider world. Children access books and toys that depict positive images of diversity. The childminder encourages children to respect the values and differences of others, as they celebrate festivals all through the year. For example, children talk about the Chinese zodiac and which animals represent the year that they were born and they make snowmen cakes at Christmas time. They weigh and measure the ingredients, using scales, or fill jugs and bowls to the required amount, mixing and stirring them together. Children regularly attend play and stay sessions. These opportunities help to prepare children for their transition to the next setting as they socialise with others. Children's understanding of technology is developing well as they push buttons and turn knobs to see how things work on a variety of electronic toys. Acquisition of such skills helps to prepare children for their future learning.

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

The childminder has a caring and reassuring nature, which means that children quickly become confident and settled in her home. She finds out relevant information about children's individual daily routines during settling-in times. This enables her to meet children's personal care needs effectively. Children have a lovely rapport with the childminder and show high levels of self-esteem. Her calm manner makes her a good role

model for children and they are clearly comfortable in her home. Support, guidance and words of praise and encouragement are constantly offered. This helps children to feel good about what they do; hence, they are proud of their achievements. Children are very helpful, tidying their toys away with little prompting because they are familiar with the daily routines. They sing the 'tidy away' song, which makes the task fun. Children are encouraged to share and use good manners. This successfully promotes good behaviour, cooperative play skills and learning to take turns.

Flexible routines incorporate trips out to offer new experiences, including introducing young children to larger group activities where they meet up with other children. This helps to prepare young children for the transition to pre-school and builds on their good social skills. Children benefit from plenty of fresh air and spend lots of time outdoors going for walks in the local area. Parents provide their children with a healthy packed lunch and the childminder offers a wide variety of fruit at snack time. Children demonstrate good self-help skills, choosing their plates and serving their own snacks. As a result, overall, children have a good awareness of the importance of a healthy lifestyle.

The childminder carries out daily checks of her home to help ensure children are safe. She reminds them to be careful and supervises them as they play. Children are taught to keep themselves safe, for example, they learn to hold on to the handrail as they use the steps in the garden. They are reminded about road safety on outings and regularly take part in the evacuation procedure at home. This helps them to respond to instruction quickly in the event of an emergency.

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

The childminder demonstrates a good understanding of her role and responsibility with regard to safeguarding children in her care. She understands the correct procedures to follow should she have any concerns about a child in her care. All adults in the home have completed necessary suitability checks to ensure they are safe to be in the proximity of children. Records clearly reflect all visitors to the home, and children are not left unattended with any other adults. Consequently, children are kept safe and protected from harm. Areas used by the children are effectively risk assessed so that they can move around the premises freely and safely. The childminder meets all regulatory requirements, such as keeping records of children's details and carrying public liability insurance. As a result, children's needs are well known and their safety assured.

The childminder has an early years qualification and she is committed to developing her practice through attending training and networking with local childminders. This has kept her up to date with best practice and any changes in regulation to bring about further improvement to the service she offers to children and their families. Since her last inspection, she has developed the use of observations and assessments of children to enable her to track their progress and plan effectively for their future learning needs. The childminder has also improved how she evaluates her service. This means that she is able to set appropriate targets for improvement, which has a positive impact on the children she cares for. She values comments from parents through verbal feedback and the use of

questionnaires, which she has recently introduced.

Strong working relationships are formed with parents and comments received are very positive. For example, 'my child is well cared for and stimulated throughout the day' and 'I love the educational things you do through play, children have created a great bond and love you as part of the family'. Detailed discussions at the start of their child's placement enable the childminder to effectively incorporate individual needs and routines into the day. This contributes to a relaxed, happy move from home to the childminder's house. Daily communication takes place, and parents receive detailed information about their child's day, progress and achievements via newsletters and text messages. The childminder has good partnerships with local schools and pre-school groups, understanding the importance of sharing information to consistently support and complement children's learning. The childminder is aware of the value of liaising with other early years professionals to ensure consistency of care and to identify any intervention needed. As a result, she is able to effectively monitor children's progress and achievements and plan a curriculum that is stimulating and encourages children's natural curiosity to learn.

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 | EY404801 |
| Local authority | Coventry |
| Inspection number | 874164 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 08/09/2010 |
| 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

