

Inspection date

11/07/2014

Previous inspection date

15/01/2009

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

- Children settle well and enjoy their time in the childminder's care. They feel safe and build strong attachments, which promotes their well-being and confidence.
- Teaching is good and children are provided with a wide range of interesting and age-appropriate activities and experiences. As a result, they make good progress in their learning and development.
- The childminder establishes strong links with parents. She keeps them well informed about their child's achievements. As a result, parents are well involved in their child's learning.
- Children's health and well-being are a priority, and appropriate safeguarding procedures are in place to protect children from harm. The childminder has effective policies and procedures to support her practice, which she shares with parents.

It is not yet outstanding because

- There is room for even greater consistency and a sharper focus upon the potential of the available experiences, in order to ensure that all children are supported to an even greater level and their learning extended to the very optimum.
- There is scope to enhance the stimulating environment further, by maximising the resources available in some of the activity areas to further develop creativity and imaginative play.

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 viewed the premises used for childminding, both indoors and outdoors.
- The inspector sampled children's assessment records and the planning documentation, and looked at a selection of policies and procedures, including safeguarding and risk assessments.
- The inspector carried out a joint observation with the childminder, and discussed children's learning and development.
- The inspector checked evidence of the suitability and qualifications of the childminder and her self-evaluation form.
- The inspector talked to the children and childminder at appropriate times throughout the inspection, and observed a variety of activities both indoors and outdoors.
- The inspector took account of the views of parents spoken to on the day, and by reading a number of comments on questionnaires and given to the childminder.

Inspector

Rachel Howell

Full report

Information about the setting

The childminder has been registered since 2005 and is registered on both the Early Years Register and the compulsory part of the Childcare Register. She lives in Coventry with her husband and three children aged nine, 17 and 19 years. The family have pet dog. The property is within walking distance of the local school, pre-school and toddler group. Children are cared for on the ground floor of the property. The premises are accessed by a low front door step, but the childminder does have a portable ramp that could be used to aid access for disabled people. Children have access to a secure garden for outdoor play. The childminder attends local playgroup and toddler groups, and she visits the shops and local park on a regular basis. The childminder picks up and collects children from the local school and pre-school. There are currently seven children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate level 3 qualification. She is a member of 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:

- strengthen the consistency of, and focus more sharply upon, upon the potential of the available experiences to ensure that all children are supported, in their exploration, to the maximum, in order to fully extend their learning
- enhance some of the activity areas further, to encourage children to further develop their creativity and imaginative play, such as through the introduction of readily accessible open-ended and natural materials.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides children with a broad range of fun activities that cover all seven areas of learning. Consequently, children are happy, relaxed and make good progress in the childminder's care. Overall, teaching is good. Children clearly enjoy their time with the childminder, and are confident and self-assured. There is a good balance of adult-led and child-initiated activities and experiences. This means that children are effectively stimulated throughout their day. Children are confident to make choices, and to transfer resources around during play to support their play ideas. This childminder follows the children's lead in this, and effectively supports their learning further. For example, children enjoy hiding a bean, as their 'treasure' within the

playdough, the childminder then suggests hiding it in the sand, this is very popular and children delight in trying to find it. There is a good selection of toys and resources for the children to use. The children enjoy creating at the painting easel, undertaking appropriately challenging puzzles, dressing up in the role play house or enjoying a story with the childminder. However, there is room to enhance some of these areas further, such as the small-world activity areas, with resources that excite and stimulate children's creativity and imaginative play, for example, by providing children with a selection of readily accessible open-ended and natural materials.

The childminder effectively supports children's personal, social and emotional development through the provision of activities to support social interaction and turn taking with their peers. For example, she initiates a spontaneous game of bowling outdoors and tackling challenging puzzles as a group. Children also enjoy shared exploration on a full set of drums in the childminder's music room. However, the childminder misses some opportunities to encourage children to fully explore the potential of the activity, such as exploring variation of sound through hard and soft movements. The childminder plans interesting activities, and focuses on helping children to suitably develop their communication and language skills through engaged discussion and questioning, such as during a water-play activity, exploring the concepts of floating and sinking. The childminder plans suitable activities to meet children's individual preferences and interests. For example, through a play dough activity in which children delight in using cutters and shapes to create models. The childminder successfully encourages children to use language to describe their creations. Her support of children's use of the alphabet cutters appropriately focuses upon the exploration of initial letters and associated sounds. However, there is room for greater consistency and focus, to ensure that all children are encouraged to fully explore such experiences and their learning is extended to the very optimum.

Children regularly visit local toddler groups, where they take part in an extensive selection of activities. Their social skills are developed as they learn to share, take turns and communicate with different people. The childminder effectively supports partnerships with parents from when their children first start. This means that the childminder is able to obtain information about children's starting points and interests, and use this to inform her planning. The childminder shares information with parents about the Early Years Foundation Stage, and she maintains individual children's records of learning. These records contain observations, in both written and photographic format, as well as individual planning for children. The childminder regularly reviews children's progress and shares this with parents. She actively encourages them to contribute their own observations to their children's learning record. The childminder uses this information, as well as observations from other providers to plan next steps in children's learning and support their continued development. As a result, children are making good progress and are working within the typical range of development expected for their age.

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

The childminder works closely with parents to support children's transitions into her care. Settling-in visits are offered, so that children gradually become familiar with their new

surroundings at their own pace. A wide range of information is obtained from parents about children's routines, interests and individual needs. This enables the childminder to offer a consistent approach, which supports children's emotional well-being very well. The ongoing sharing of information ensures children's needs continue to be met. Strong, warm and caring relationships between the childminder and children are evident. The childminder ensures that children feel comfortable and welcome at her home. Photographs of the children and examples of their artwork are displayed in the kitchen of the childminder's home, and the children are encouraged to help themselves to whatever activities they wish to take part in. This helps them to feel good about themselves as children are happy, content and secure. Independence is positively encouraged by the childminder, so children make good strides in their self-care skills. For example, children are encouraged to cut their own fruit into chunks at snack time, get themselves dressed in their uniform for their afternoon pre-school session and use the toilet independently.

The childminder role models good behaviour and children enjoy high levels of attention. She acknowledges their achievements with lots of praise and encouragement. She offers children gentle reminders about being kind and sharing, to help them begin to understand the rules about playing together and developing positive relationships with others. The childminder takes children to the local pre-school nursery and primary school when they collect older children. This helps the younger children become familiar with the school setting, supporting their move onto school life. Older children play with those who are younger and share stories about their day at school, which supports younger children's understanding further. The childminder helps children to develop an awareness of a healthy diet and lifestyle through their daily routines, discussions and planned activities. For example, children enjoy healthy snacks, they grow their own herbs and eat mini pizzas for lunch that they made with the childminder, during a visit to a local toddler group. Children manage their own hygiene very well, such as independently washing their hands before snack and after toileting. In this way children are effectively supported to understand the importance of a healthy lifestyle.

The childminder supports children's understanding of how to keep themselves safe. For example, as children are journeying to pre-school in the afternoon, the childminder supports them in safely navigating the driveway and low-level wall with their scooter. Children's health and well-being are fully promoted. The children have the opportunity to freely access the childminder's well-resourced garden, and enjoy being physically active in the fresh air. There is a good range of equipment to support children to develop their physical skills. Children are well supported to learn about diversity and differences between people within their own community, through a range of resources, such as, posters, books and dolls. They also spend time in the local community and explore various cultural festivals, such as Chinese New Year and Diwali. Children's family backgrounds are celebrated, and their individual needs and differences are respected. This helps them to recognise and value difference and diversity.

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

The childminder has a good understanding of the safeguarding and welfare requirements, and the correct procedures to follow, should she have concerns about a child's welfare. Appropriate policies and procedures are in place and shared with parents. The childminder helps to protect children from harm by ensuring her home is safe, clean and well maintained. Risk assessments are documented to help her monitor potential risks. Consequently, children are protected from harm. The childminder holds a current certificate in paediatric first aid and ensures medication records are maintained. Any accidents that children have while in the care of the childminder are recorded accurately and are shared with parents.

The childminder is committed to partnership working, to help her meet children's individual needs and support them in reaching their full potential. Parents receive good quality information to ensure they are fully informed about the organisation of the provision, and their child's care and education. Parental comments about the provision are extremely positive. The childminder tracks and monitors children's progress, this is something she has improved on since her last inspection. Good systems for the observation and assessment of children's progress are in place. She has also implemented effective strategies to encourage parents to contribute to their child's individual learning and development record. This ensures that she can successfully and effectively meet all children's individual care and learning needs. In addition, the childminder has developed effective partnerships with other early years settings that minded children attend. She knows the local pre-school well and has ongoing discussions regarding children's progress. This enables her to support continuity of care and learning for the children.

The childminder is reflective as she evaluates her practice and provision in order to outline areas for improvement. She values parents as partners, regularly seeking their views in a range of ways, such as through questionnaires, within children's learning records and in regular discussions. The childminder has positively addressed the recommendations raised at the previous inspection. She has made many improvements in her provision, such as the enhancement of her outdoor area, through the introduction of a large play house and large cosy seating area at the end of the garden. The childminder strives to provide the best she can for children, and has a good understanding of her priorities for future development. She shows a strong commitment to maintaining her skills and knowledge. For example, she attends training, performs research, and seeks the support of other childminders to discuss and share good practice. As a result, the provision effectively meets the needs of all children well.

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

Unique reference number	EY102070
Local authority	Coventry
Inspection number	855661
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15/01/2009
Telephone number	

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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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