

<b>Inspection date</b>	16/07/2014
Previous inspection date	07/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are supported to develop their physical and social skills through access to a very well-resourced and highly attractive outdoor environment, visits to the local park, play-and-stay sessions and other such groups in the locality.
- The childminder accurately assess children and uses effective teaching methods to support children to make good progress. She supports children's learning of mathematics very well as she consistently prompts their counting and thinking skills through involvement in their play.
- Children are kept safe as the childminder has a good knowledge of safeguarding issues, clear understanding of policies and procedures, and completes risk assessments for her home and local outings.
- The childminder develops effective partnerships with parents, which ensures children's individual needs are fully met. She has a good understanding of how to support children who are learning to speak English as an additional language, learning key phrases and words in their first language from parents.

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

- There is scope to enhance the teaching of phonics in order to further effectively support children's early reading skills, so that they make even more rapid progress.
- Opportunities for children to listen to extended commentary to further support their language and thinking skills during their play are not always available.

## 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 children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector read questionnaires and statements from parents to take their views into consideration.
- The inspector checked evidence of suitability and qualifications of the childminder and household members.

## Inspector

Naseem Moolla

## Full report

### Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her 14 year old child in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to the park and regularly attend a childminder group. There are currently six children on roll, three of whom are within the early years age group and all of whom attend on a part-time basis. The childminder supports children who speak English as an additional language.

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

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

- review the teaching of phonics to provide further opportunities for children to hear and say sounds correctly, in simple words
- increase opportunities for children to listen to commentary about what they are doing, so that children make even more rapid progress with their communication, language and thinking skills.

## 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 how children learn and she uses this knowledge to facilitate stimulating activities for the children in her care. The quality of teaching is good and she supports young children to explore and to be curious about their surroundings. Children revel in being outside in the very attractive garden, which is resourced with a range of high quality toys and equipment that meet their interests and needs. They move confidently and freely between their chosen activities. The childminder makes skilful interventions in children's play to support them with their counting and the mathematical thinking skills. For example, the childminder encourages children to count as they put fistfuls of dried pasta onto balance scales for weighing. She counts with them. This means that children are supported with the one-to-one correspondence learning of numbers. She supports children to observe and think carefully about what happens when they place more pasta on one side of the balance scale. She does this by asking an open-ended question, 'Oh look, it's gone down on this side. Why do you think that's happened?' Children stop to look at what she has drawn to their attention. She then provides an explanation and takes the opportunity to introduce mathematical language by saying, 'It's gone down because it's heavier on this side.' Consequently, children make good progress towards the early learning goals and gain sufficient skills for the next stage of their

learning, such as starting nursery or school.

The children being cared for are settled and emotionally secure, and they communicate with the childminder very confidently. Younger children, who are learning to speak English as an additional language, do this through facial expression, body language and the words that they are beginning to say. The childminder provides good opportunities for children to develop the use of their home language in play and learning. For example, she counts in English when placing spades full of sand into a container. Children hear this and say the number two in their home language. This means that children are developing a very good understanding of what it means to count in two different languages. The childminder shows her delight at this. She laughs and smiles, praising the children for counting in their home language. This means that children learn that their home language is valued and this in turn raises their self-esteem. The childminder has made efforts to learn key words and phrases used by children at home with their parents. For example, children receive a cuddle and are asked, 'Fais bizou', which means, 'Give me a kiss.' Consequently, children feel included as their cultural and linguistic identity valued. The childminder speaks clearly and models suitable language, using gestures and actions to reinforce the learning of vocabulary. However, there is scope to enhance all children's learning of communication and language skills further, by providing more opportunities for them to hear longer, detailed commentary from the childminder when they are playing and exploring.

The childminder supports children to think about the names of letters of the alphabet and the sound they make. For example, children show an interest in letters on toys with which they are playing. They say the sound the letter makes. The childminder praises the children and then quickly provides plastic letter toys in order to reinforce learning. She picks out a letter and encourages the children to say the sound it makes. She then models the sound the letter makes. The childminder does this in order to support children to make connections between what the letter looks like and the sound it makes. However, there is scope to review the teaching of phonics in order to provide further appropriate, planned opportunities for young children to hear and say sounds, in simple words, correctly, and so support them to develop even more effective skills for early reading and spelling. The childminder completes learning journal folders for each child. These contain annotated photographs, written observations and next steps for learning, and children's creations as evidence of their learning and development. Parents have access to this information which keeps them informed of their child's progress. The childminder has a good understanding of the requirement to provide parents with a progress check for children between the ages of two and three years. She completes these in consultation with parents in order to provide them at a time that is most useful to them.

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

Children are settled and emotionally secure. An induction period is discussed and agreed with parents, in accordance with children's differing needs. Consequently, children settle with confidence and are very happy in the childminder's care. It also means that children form strong attachments to her, which in turn supports their emotional wellbeing very well. Children are prepared well for their transition into other early years settings and reception class in school. For example, they meet regularly and socialise with other

childminders and their children, visit play and stay sessions, and attend singing classes that take place in the locality.

Children's good health is protected because the childminder encourages them to be physically active. The garden is equipped with a climbing frame, sit and ride toys, and other resources that encourage physical activity. Furthermore, the childminder recognises the need for toddlers who have just learnt to walk to explore, move and negotiate their way around a variety of different levels and surfaces. For example, toddlers show a keen desire to walk repeatedly up and down the steps of the summer house in the garden. The childminder remains vigilant at all times but allows toddlers to explore this fascination. This means that while children are kept safe, they are allowed to take risks and develop a sense of independence. Furthermore, it provides scope for children to explore the physicality of everyday experiences, subsequently strengthening their attention, balance and coordination.

Children's behaviour is good because the childminder uses a consistent approach and models her expectations of desirable behaviour. As a result, children understand what behaviour is expected of them and demonstrate this accordingly. The childminder offers positive praise and recognition for children's efforts and achievements, promoting their self-esteem. Children learn about good hygiene procedures, such as washing of hands before eating or as they come inside after being outdoors. She provides a range of healthy snacks and nutritious meals. The childminder supports children to understand about people's different dietary requirements. For example, children have developed an awareness of food that may be gluten-free. They demonstrate an understanding of how people with intolerance to gluten may become ill if they eat food that is not gluten-free. Consequently, children are supported to develop their knowledge and understanding of the world. Resources are organised and stored in a way that makes them easily accessible to children. This means that they are supported to become increasingly independent, make an informed choice and take control of what they want to explore. The childminder further supports children to become increasingly independent and take control of their learning, by making explicit to them specific next steps' skills they can learn to perfect. For example, the putting on and taking off of shoes.

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

The childminder has a clear and secure understanding of her responsibility in protecting children from abuse and neglect. She fully understands her role, responsibility and the procedures to follow should she have any concerns about a child in her care. The childminder also has a secure knowledge and understanding of the procedures for reporting allegations. Parents are made fully aware of the service provided, and the childminder shares all policies and procedures, which are in line with statutory requirements, at the start of their child's placement with her. These include procedures she follows for administering medicine and when children may sustain an accident and/or injury. She also ensures that she has a first-aid box accessible at all times, with appropriate content for use with children. Risk assessments are completed and reviewed regularly, and emergency evacuation drills are carried out periodically.

Educational programmes are monitored and implemented; so that all areas of learning are covered through play based and well-planned activities. This ensures a good balance of child-led and adult-guided activities take place. Planning and assessment is based on what the childminder knows about each child in her care, through discussion with parents and observations, which contributes to initial assessments. This forms the basis of effective planning for each child's future learning, for example, by identifying the next steps that each child needs to take in order to progress towards the early learning goals. The childminder continuously reviews her service to identify improvements. She has good self-evaluation processes in place, which include questionnaires completed by parents. For example, she asks parents for feedback about the way in which she communicates with them, food she provides, children's progress and their behaviour. This demonstrates that the childminder is very reflective practitioner, who has a clear understanding of the specific and varied aspects of the service she provides. Subsequently, this means that she is able to identify her strengths and areas for improvement. For example, she is aware that she would benefit from accessing training on the theory and research with regards to how young children best learn.

Partnership with parents is good. Feedback from them is highly complementary and consistently positive. They say, that their children are 'happy and flourishing' under her care. The childminder has forged positive relationships with other childminding colleagues, and this has enabled her to obtain ongoing support and advice with regards to childcare for children in the Early Years Foundation Stage. Partnerships with other providers are still at the very early stages as children in her care are not due to attend another setting until later in the year. She is eager to develop relationships with the local schools and pre-schools to ensure that children receive a shared and consistent approach towards their care and learning.

### **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>	EY299520
<b>Local authority</b>	Coventry
<b>Inspection number</b>	861695
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/11/2008
<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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