

<b>Inspection date</b>	09/07/2014
Previous inspection date	22/10/2008

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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder provides a secure environment where children enjoy a variety of stimulating play experiences. Children are supervised well at all times and kept safe by minimising risks.
- Children are supported to develop their physical and social skills through access to a very well resourced and highly attractive outdoor environment, visits to play-and-stay sessions and other groups in the locality.
- Children are safeguarded as the childminder has a secure knowledge and understanding about safeguarding and knows what to do in the event of a child protection concern.
- The childminder demonstrates a commitment to her professional development.

### **It is not yet good because**

- The childminder has an insecure knowledge of the requirement to provide a short, written summary of children's development in the three prime areas when completing the progress check for children between the ages of two and three years.
- The childminder does not have a secure knowledge and understanding of the expectation to focus on the three prime areas when working with the youngest children.
- Self-evaluation to identify strengths and weaknesses does not include parents' views about the childminder's practice and provision.

## 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 spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector observed activities in the lounge, kitchen and outdoors in the garden.
- The inspector viewed the equipment and resources available to children.
- The inspector looked at documentation including children's records, learning and development information, a selection of policies and procedures, and training certificates.
- The inspector checked evidence of suitability of all household members over 16 years and checked the childminder's qualifications.

## Inspector

Naseem Moolla

## Full report

### Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 11, 13 and 18 years in the upper Stoke area of Coventry. There are shops, schools and a library within easy walking distance. The whole of the ground floor is used for childminding. There is an enclosed, secure garden available for outside play. Children are also taken on outings to local parks or for walks and regularly attend local carer and toddler groups. There are currently three children attending who are within the Early Years Foundation Stage who attend on a part-time basis. The childminder has procedures to support children with special educational needs and/or disabilities and who speak English as an additional language. She is able to take and collect children from local schools and pre-schools. The family have a variety of pets which include guinea pigs, ducks, chickens, cats, dogs and goats. The childminder holds an early years qualification at level 4.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the progress check for children between the ages of two and three years provides a written summary of children's development in the three prime areas
- ensure that the planning of activities for the youngest children focusses on the three prime areas.

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

- refine strategies for self-evaluation in order to obtain, more systematically and routinely, parents' views on specific aspects of her practice and provision.

## Inspection judgements

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

The childminder has a suitable understanding of how children learn and she uses this knowledge to facilitate stimulating activities for children in her care. She supports young children to explore and to be curious about their surroundings. Children thoroughly enjoy being outside in the very well-resourced and attractive garden. They move confidently and freely between their chosen activities. For example, children become interested in making

marks with chalk on the wall-mounted blackboards in the garden. The childminder provides a small volume of water in a bucket and a sponge and models how to use this equipment to clean the blackboards. She then encourages children to make marks on the blackboard with their wet hands. This fascinates children and they spend a sustained period of time exploring this new-found phenomenon. Children then become involved in picking the large, chunky chalks out of their container and placing them one at a time in the childminder's hand. The childminder counts as they do this. Children join in with the counting. This means that children are supported with crucial one-to-one correspondence learning of numbers and are also provided with opportunities to develop the characteristics of effective learning.

The childminder has a suitable understanding of how children learn through play. This knowledge enables her to plan an appropriate range of activities that reflect all areas of learning. Overall, she uses what she knows about children to offer activities matched to their interests, enabling them to make steady progress linked to their age and abilities. However, the childminder's knowledge and understanding of the expectation to provide a written summary on the three prime areas when completing the progress check for children between the ages of two and three years, is not secure. The childminder does not fully understand that the three prime areas form the basis for successful learning in the other four specific areas and so are necessary to ensure children develop the skills and capacities to support their future learning and readiness for school.

The childminder records her observations of children by taking photographs. She uses these together with any information parents provide to identify next steps for children's learning and development. The childminder works appropriately in partnership with parents to obtain initial information on children's likes, interests and needs. This enables her to support a smooth transition from their home into her setting. In addition, she speaks with parents daily and provides a short written summary, ensuring that information about achievements is shared regularly. The childminder makes good use of the local area to provide experiences for children to enhance their learning. For example, regular visits to groups and places, such as the library, play-and-stay sessions and wooded areas for walks help develop children's social skills as they meet other children and adults. The childminder has a good understanding of how to support children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

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

The childminder's induction process is good. Children due to attend receive settling-in sessions which include opportunities for parents to stay and play. However, the childminder does not always focus strongly on the three prime areas when working with the youngest children. This means that these areas are not always effectively promoted to fully support children's good progress. The childminder demonstrates commitment in her work and sensitivity to children's and parents' needs, by offering as many settling-in sessions as are required and at a time that is most convenient to parents. Consequently, children settle with confidence and are happy in the childminder's care. Children's sense of

well-being and their self-confidence are further supported by access to a range of interesting animals. The childminder actively involves children in the care and nurturing of these animals. Consequently, children are supported to develop their knowledge and understanding of the world and manage their feelings and behaviour. The childminder completes suitable risk assessments and this minimises hazards to children both around her home and garden but also with reference to the animals. This means children are safe and well protected.

Children's good health is protected because the childminder encourages them to be physically active. The very attractive, and well-maintained garden is equipped with a range of high quality, age-appropriate resources and apparatus. For example, children have access to a large, sunken trampoline, climbing frame, curved bridge and a range of sit and ride toys. This physical play equipment also provides children with good opportunities to understand risk taking. Furthermore, children gain confidence and have opportunities to develop control and coordination in the use of their hands, legs and arms. In addition, the childminder provides regular opportunities to visit the local park or take walks in and around the locality.

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. 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 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 and responsibility and the procedures she should 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 for 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. She is fully aware of the legally required records that she has to maintain and make accessible and readily available. However, a requirement for the Childcare Register which states that the childminder must keep a written statement of procedures to be followed, for the protection of children is not met.

The childminder demonstrates commitment and good capacity for her own continuing professional development. She has recently attended training on assessing and supporting children with their early language development. The childminder has also purchased support materials and resources linked to this training and also the Every Child a Talker government project. The childminder considers her strengths and areas for improvement through reflection on the service she provides. For example, she is aware that she would benefit from accessing training on the progress check for children between the ages of two and three years. The childminder seeks children's views by asking them what they would like her to provide. However, the childminder has not considered how to refine her strategies for self-evaluation in order to obtain, more systematically and routinely, parents' views on specific aspects of her practice and provision. This means that she is not always able to implement effective and well-targeted strategies for improving her practice and provision.

The childminder has suitable partnerships with other early years providers. This enables sufficient continuity with regards to children's learning and care. For example, the childminder has had three-way discussions with children's key persons at nursery and parents in order to provide a consistent approach to supporting children with their behaviour. The childminder values support from local authority advisors. Since her last inspection the childminder made a bid for funding from the local authority to further develop her outdoor provision. She was successful with her bid and consequently worked closely with the local authority to purchase and install a range of high quality equipment for children to enjoy and explore.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (compulsory part of the Childcare Register)
- keep a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (voluntary part of the Childcare Register)

## 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>	224021
<b>Local authority</b>	Coventry
<b>Inspection number</b>	866123
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/10/2008
<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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