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| Inspection date | 25/07/2014 |
| Previous inspection date | 29/01/2014 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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

- Effective observations and assessment enable the childminder to monitor children's progress well. Consequently, she plans and provides a broad range of activities and experiences to support children's learning. As a result, all children make good progress.
- Lots of praise and encouragement help the children to become confident in their own abilities, fostering their independence and ability to make healthy choices and keep themselves safe.
- Children enjoy warm, caring relationships with the childminder who effectively supports their personal, social and emotional development.
- Children are effectively protected because the childminder demonstrates a good knowledge and understanding of appropriate safeguarding procedures.
- The childminder uses self-evaluation procedures to analyse the quality of her service. She plans for further improvements well by setting herself clear goals and targets.

It is not yet outstanding because

- Children's learning is not always extended, through the use of more open-ended questions during their play.
- There is scope to improve the opportunities for children to use the outdoor area in order to enrich their learning.

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 in the childminder's home and spoke with the childminder and children at suitable points throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder, co-childminder and the household and talked with the childminder about her self-evaluation and improvement plans.
- The inspector took account of the views of parents from information included in the childminder's documentation.

Inspector

Linda Newcombe

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and one child aged 14 years, in the Walsgrave area of Coventry. Another registered childminder also co-childminds from the premises. The whole of the ground floor is used for childminding, including toilet facilities. There is an enclosed area for outdoor play. There are currently 10 children attending in the early years age group. The childminder supports children who speak English as an additional language. She walks to collect children from the local school and pre-school and regularly visits nearby parks. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend the use of open-ended questions to further enhance children's learning during their play
- extend the outdoor provision by offering children opportunities to explore and investigate planting and growing activities, to support their understanding of growth and how things change.

Inspection judgements

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

The childminder supports children's learning well. Since her last inspection, she has evaluated her practice and made significant improvements. For example, individual learning journals are in place for all children and these include photographs, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The childminder, along with the support of her co-childminder, have introduced systems that enable them to effectively monitor and track children's progress. Detailed information from parents helps her to identify children's starting points. As a result, children's learning is monitored from the start and all children make good progress. The childminder works in partnership with parents, in order to support children's learning. For example, parents are encouraged to attend monthly meetings to discuss their children's progress or any concerns they may have. In addition, the childminder provides parents with a written summary of the progress check for children between the ages of two and three years. As a result, any gaps in children's learning can be identified early, targeted support put into place and parents remain involved and up to date about their child's progress. This combined with the childminder's positive engagement and interaction with children helps to promote their learning,

particularly in their prime areas of development. Consequently, children are learning the skills they need for the move to the next stage in their learning or to school.

The childminder ensures resources are easily accessible for all children, so they can make informed choices about their play. These include a number of books and activities, which promote children to learn about different cultures and customs. As a result, children gain recognition of the similarities and differences of other communities. The outdoor environment is used well; however, there is scope to improve opportunities for children to learn about planting and growing and the natural world. Children are happy and really enjoy their time with the childminder; they participate in a range of interesting and fun activities. These activities are planned around children's interests and reflect their individual needs. As a result, children develop the characteristics of effective learning. For example, children use chalks outside to make marks and draw on the floor. The childminder joins in their play, extending their thinking and supporting them to stay focused in their learning for longer.

Children are provided with toys and resources that foster their interests; as a result, they are keen to initiate their own play. For example, they role-play making pizza, as they engage in conversation with the childminder about what topping they will put on it. The childminder communicates well with children, asking questions, which help them to think and find out things for themselves, such as 'what do you think we need to get up the tower?' This promotes children's thinking and problem solving skills and gives them confidence to say and apply their own ideas. However, occasionally the childminder's use of closed questions, result in a one word answer so children do not always have the opportunity to demonstrate what they know. Children's creative ideas are encouraged, as they participate in a range of activities, such as junk modelling and painting.

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

Children demonstrate a strong, trusting bond with the childminder and her co-childminder. Children play happily together, taking turns, sharing and learning to show respect for each other. Praise and recognition from the childminder supports children to develop an understanding of good social skills and learning right from wrong. The childminder helps children to resolve issues and supports them to learn the skills they need, such as sharing and playing cooperatively together. Children learn about personal safety as the childminder reminds them through the daily routines, for example, they learn how to cross the road safely. The childminder promotes a healthy lifestyle with children through the provision of healthy snacks, drinks and daily opportunities for exercise. She ensures children learn to keep themselves hydrated in hot weather, as she reminds them to drink frequently.

The childminder is sensitive to children's physical and emotional needs and responds well to ensure she fosters their well-being successfully. She promotes their independence by encouraging them to manage self-care and other personal tasks for themselves. For example, children learn to access the toilet and wash their hands independently. Children have free access to outdoor play, where they engage in activities for long periods. For

example, they play with water and learn to negotiate their way around obstacles on bicycles and scooters. Consequently, children develop the skills needed to develop their physical skills and explore the concepts of early mathematics as they play with containers in the water tray. Children also have opportunities to use larger and more challenging equipment, as the childminder regularly takes them on outings to the local park. Children develop positive behaviour and learn good manners, as the childminder acts as a good role model. She offers lots of praise and encouragement when children get it right and this raises their self-esteem.

The childminder and her co-childminder work in partnership with parents to ensure that children receive both continuity in their learning and care routines. As a result, children settle quickly and feel secure in the childminders care. Children really enjoy being in each other's company and have formed good friendships. They are confident to explore their environment and actively participate in both child-initiated and adult-led activities. Children learn to develop a sense of responsibility, as they are encouraged to carry out small tasks, such as tidying away their toys. Consequently, children learn the skills they need in preparation for the move to school or the next stage in their learning.

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

Since the last inspection and a subsequent monitoring visit, the childminder has worked closely with the local authority to improve her practice and learning outcomes for children. The childminder now has a good understanding of her responsibilities in meeting the welfare, learning and development requirements of the Early Years Foundation Stage. She has a good understanding of the safeguarding procedures. For example, she carries out detailed risk assessments of all areas accessible to children. The childminder has clear policies, which she shares with parents. She talks confidently about what she would do if she had a concern about a child and has an up-to-date list of people to contact if she needs advice. Her documentation is well organised and underpins her practice well. There are good procedures in place for the collection of children and checking identities of visitors.

The childminder and co-childminder monitor their provision well. They offer a broad educational programme of activities, which enables children to make good progress. Assessments are accurate and the childminder monitors these well, so that she can highlight any gaps in children's learning. This enables her to plan effectively to give children extra support if required. The childminder and co-childminder use self-evaluation to ensure they offer a quality service, by identifying what they do well and what they still want to improve or develop further. Since her last inspection, the childminder has attended further training to develop her knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder also attends, cluster meetings at her local children's centre, where she receives updates and the opportunity to network with other childcare professionals. This demonstrates the childminder has a good capacity to improve still further.

Partnerships with parents are very good. Children's learning and progress is shared regularly with parents, through monthly meetings and home-to-setting books. Parents comment positively in children's learning journals about the good progress their children are making. Parents also share their children's achievements at home and the childminder offers guidance on how their learning at home can be further supported. The childminder actively seeks parents' views about her service and includes these in her action plans. The childminder demonstrates the importance of working in partnership with other providers. For example, she communicates daily with other settings that children attend; as a result, children receive continuity in 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

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| Unique reference number | EY300284 |
| Local authority | Coventry |
| Inspection number | 965314 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Name of provider | |
| Date of previous inspection | 29/01/2014 |
| 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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