

Inspection date	30/07/2014
Previous inspection date	26/01/2009

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

- Teaching is good because the childminder has a secure awareness of how children and babies learn. 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 develops a strong bond with children as he takes the time to get to know them, effectively supporting them to settle and to feel welcomed and valued.
- The childminder has a good understanding of his role and responsibility to protect children in his care and to keep them safe at all times. He has effective safeguarding procedures that promote children's welfare.
- The childminder establishes positive partnerships with parents. He keeps them well informed about their child's achievements and progress. As a result, parents are involved in their child's learning.

It is not yet outstanding because

- Opportunities to inspire children's exploration during imaginative play are not always capitalised upon, therefore, children's active learning and creative thinking skills are not fully promoted.

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 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 on the co-childminder and discussed children's learning and development.
- The inspector checked evidence of the suitability and qualifications of the childminder and co-childminder, and their self-evaluation process.
- The inspector talked to 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 children spoken to on the day and of
- parents by reading a number of comments on questionnaires and letters given to the childminder.

Inspector

Rachel Howell

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife who is also a registered childminder in the Chapelfields area of Coventry. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. Access to the childminder's home is via several steps. The childminder operates all year round from 7.30am to 6pm, Monday to Thursday and 7.30am to 5pm on Friday, except bank holidays and family holidays. He regularly attends local groups, visits local shops, parks and the allotment he maintains with the co-childminder. He drops off and collects children from the local schools and school nursery. There are currently 11 children on roll, five of whom are within the early years age range. He 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:

- build on children's curiosity and interest during imaginative play, to encourage their active learning and foster their creative thinking skills, for example, through role modelling imaginative play ideas.

Inspection judgements

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

Teaching is good because the childminder has a secure knowledge of the prime and specific areas of learning. He knows how young children and babies learn and recognises that they develop at different stages and in various ways. 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's communication skills are promoted well as the childminder speaks calmly and clearly to them. He recognises and values all of children's attempts at communication and responds to their words and sounds to help develop their language skills and vocabulary. He gives them simple instructions to follow and offers them lots of praise for their efforts, which helps to develop their personal, social and emotional development. The childminder supports and extends children's learning during their exploration of role play resources, such as the play kitchen items. Through discussion and questioning he supports children to develop their understanding of colour and the use of some items. However, he does not take full advantage of opportunities to role model and encourage imaginative play, to inspire and extend children's learning even further.

Young children enjoy making marks with crayons and paint and show increasing skill at holding utensils correctly. The childminder effectively promotes children's independence.

He encourages children to decide how long to engage with adult-led activities and what they want to play with during child-initiated play. Children of all ages are well supported in their use of information and communication technology through a range of resources, such as an interactive whiteboard and a computer with age appropriate educational software and accessories. The childminder ensures that children feel comfortable and welcome at his home. Electronic photo frames are located around the childminder's home and display images of children participating in activities and outings. Children enjoy recognising themselves and their friends in the images and this helps them feel valued and part of the setting. As a result, children's personal, social and emotional development is well promoted and they are obtaining the skills and dispositions they need to be ready for the next stage of learning.

The childminder spends time getting to know children well when they start, through discussion with parents and regular observations. He uses the information from parents to further enrich the individual planning for each child. This enables him to provide a range of appropriate activities for every child, taking into account their interests and abilities. As a consequence, children are actively engaged in their play. Children's progress is effectively tracked towards the seven areas of learning and observations are used to identify any gaps in their learning and development. The childminder uses children's daily journals to effectively share with parents what their child has been participating in and the progress that they have made. The childminder has fully implemented the progress check for children between the ages of two and three years. Parents are provided with a good overview of their child's achievements and are invited to periodically review children's assessments in their main learning journey folder. This means that the childminder and parents can consistently support children's learning in the setting and at home. Parents make positive comments about the progress their children make, for example, that their child has developed rapidly and that their social skills are exceptional because both of the childminders have high expectations.

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

Children are warmly welcomed into the childminder's home, which is a child-orientated environment. They are made to feel part of the childminder's extended family. The childminder works in close partnership with parents and carers regarding children's care routines. Individual preferences and routines are known and catered for, such as medical or dietary needs and the childminder has a personal knowledge of each child he cares for. This helps children to make a comfortable and smooth move from home into the childminder's care. It also ensures that children build secure attachments with him, which supports their emotional security and helps to build their confidence and self-motivation.

Children behave well due to the consistent boundaries and positive encouragement by the childminder. The childminder acts as a good role model and gives clear age-appropriate explanations to demonstrate what is expected of them. Children are beginning to learn about how they can keep themselves safe because the childminder supports their understanding of the rules and procedures in place for keeping them from harm. For example, when young children are negotiating the ramp up into the garden, they listen

and respect his advice about holding onto the rail and watching where they are going. The childminder consistently encourages children to try to do things for themselves for example, supporting older babies to explore putting the lid back on a large painting pen. As a result, children's health and well-being are fully promoted.

Children develop a good understanding of health and safety. They are encouraged to clean their hands with wipes before eating and wash them after using the toilet. Children's independence is appropriately fostered during these routines, for example, with hygienic wipes next to the potty to support younger children to manage their own self-care needs. Children's drinks are readily accessible at all times and they are reminded to have a drink on a regular basis which helps to keep them healthy. The childminder is a positive role model and follows hygiene routines throughout his daily activities. Children develop their knowledge and understanding of following a healthy lifestyle. They join the childminder and his co-childminder on trips to the family allotment. There, children plant and grow various produce. This is then harvested and used by children in cookery activities, and the healthy meals and snacks prepared with them by the childminder and co-childminder. He is very aware of engaging children in active play outdoors to promote their good health. This includes the recent introduction of some forest school-style learning activities, encouraging children to explore the local woodland.

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

The childminder effectively meets the safeguarding and welfare requirements of the Early Years Foundation Stage. He has attended relevant training, including safeguarding and first-aid. Documentation, such as the accident and medication records are well maintained. As a result, children's welfare and safety are promoted well. The childminder ensures he keeps up-to-date with his understanding of safeguarding procedures through the use of local authority resources. This ensures that local procedures are followed correctly, if there were any concerns about a child. Parents are provided with access to a full copy of the childminder's policies and procedures, which are used to ensure the safe, smooth and efficient management of the provision. This ensures that they are made aware of the childminders responsibilities to protect all children in their care. The childminder implements thorough risk assessments to prevent accidents to children. These identify any hazards on the premises, in the garden and out on trips into the local community. The childminder has made security a high priority including the use of closed circuit television on the main entrances to the property. Consequently, the childminder's home is very secure and children are kept safe from harm.

The childminder regularly communicates with parents. He listens to and respects the ideas and requests of parents and adapts his practice to meet the needs of children. This means parents remain informed about how children spend their day and of their child's progress. The childminder has a close relationship with parents and they comment that both of the childminders had such a very kind and caring attitude from first day we met them and it's like a second home. The childminder has established strong links with the local schools and school nursery. As a result, the childminders show they are committed to providing an integrated approach to children's care and learning.

The childminder has high expectations of himself and his co-childminder. They have a strong drive for improvement and have ensured that they have made suitable adjustments to their practice, in order to fully implement the recommendations from their last inspections. The childminder has a good reciprocal working relationship with his co-childminder. They work as an efficient team and ensure that they capitalise upon each other's strengths to maximise their effectiveness. All of the necessary parental permissions and required information on children is obtained from parents. The childminders have implemented many comprehensive systems to ensure the smooth running of the childminding practice. Together, they are fully aware of their strengths and formally outline areas for improvement annually as well as on an ongoing basis, based on regular assessments of practice. They strive to provide the best they can for all of children and they seek the view of parents to help achieve this.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	259176
Local authority	Coventry
Inspection number	867142
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	26/01/2009
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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