

**Inspection date**

05/08/2014

Previous inspection date

14/10/2008

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

**This inspection:**

3

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

3

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

3

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

**This provision requires improvement**

- The childminder plans for individual learning effectively to ensure that children are challenged to reach the next stage in their development.
- The relationship between the childminder and children is strong, and children are settled and happy.
- The childminder is aware of her responsibilities to supervise children and she successfully minimises any potential risks in her home and garden.
- Children's communication and language development is promoted well. The childminder asks open-ended questions and then gives children time to think about what they want to say in response.

**It is not yet good because**

- The safeguarding policy shared with parents does not include all required information. The childminder also does not inform them of the procedure for a child not collected at the agreed time. Therefore, a welfare requirement is not fully met and children's welfare and well-being is not fully promoted through robust partnerships with parents.
- Children's awareness of healthy eating is not maximised. The childminder does not consistently talk with children about what they like to eat, while reinforcing messages about healthier choices.
- Opportunities for decision making are not maximised with regard to the choice of tools available to children so that they can complete a task successfully.

## 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 observed activities as children played in ground floor play areas and outside.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the childminder's suitability, qualification and training.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full report

### Information about the setting

The childminder was registered in 2002. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives in Coventry with her husband, adult son and 14-year-old son. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed garden for outside play. The childminder's mother and her husband are registered assistants. There are currently five children on roll and of these, three are in the early years age group. The childminder cares for children from Monday to Friday, 7am until 6pm all year round, except for bank and family holidays. She holds a recognised early years qualification.

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

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

- make sure that parents are aware of all required detail in the safeguarding policy, and of the procedure for when a child is not collected at the agreed time.

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

- discuss healthy food options with children and encourage them to talk about what they like to eat, while reinforcing messages about healthier choices
- extend opportunities for children to make decisions with regard to the choice of tools that enable them to best meet their aims.

## Inspection judgements

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

Children make good progress because the childminder challenges them effectively to reach the next steps in their learning and development. She records her observations of children's achievements and uses guidance documents to assess and record their stage of development. She then plans for the seven areas of learning in accordance with children's different stages of development. The childminder obtains information from parents linked to learning, as well as care, during their child's induction. Information on achievements is shared regularly between parents and the childminder and this ensures that they work effectively together so that children make best progress. The childminder supports children well so that they develop skills in readiness for nursery class and school. She is aware of how to carry out the progress check for children aged between two and three years and completes this when necessary.

Children are settled and secure in the childminder's care. Their independence is promoted well by the childminder because they can choose and select from a good range of resources. Children's language development is promoted effectively. The childminder continually engages in conversation with the children and they chat happily. In order to maximise their speaking and thinking skills, the childminder consistently asks them open-ended questions. Good communication with babies includes the use of signing, and the childminder interprets their needs well when they communicate through expression, body language and the sounds of their voices. Children's physical development is supported well in the childminder's garden where they enjoy access to challenging equipment. They develop good manipulative skills while they play with a range of safe, small toys and dolls. However, children are not always given choices of tools so that they can decide which will help them best to complete an activity. For example, children listen to a story and enjoy creating collage pictures that link to it. The childminder provides a good variety of collage materials that support children's sensory development. She provides the children with glue sticks, and younger children show persistence in trying to use these successfully. However, they press very hard onto the paper and find it difficult to keep the paper flat. The childminder identifies that providing glue in pots with brushes would have been beneficial for the younger children to choose if they wished to do so.

Children are keen to listen to a favourite story. The childminder supports their literacy development well because she points out that the print on the front cover is the title of the book. All children are able to see the pictures in the book and the childminder asks open-ended questions about what they can see in the pictures. Children's interest is enhanced with the use of props. The story is about a fish and children explore textures within the book and on the soft toy and hand puppet that the childminder provides for them. Babies are attracted by the bright colours and they grasp and squeeze the toy. The childminder promotes children's mathematical learning well as she supports a range of play activities. For example, early years children and older children play snakes and ladders outside on a large plastic sheet with a large cardboard dice. Children learn to count the dots on the dice and they then move their star the corresponding number of spaces on the board.

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

Children are happy and confident and the relationship with the childminder is positive. A good settling-in procedure is agreed with parents in order to ensure that children feel emotionally secure. The childminder takes appropriate steps to ensure that children are emotionally prepared for their move on to other early years settings and the Reception class in school. For example, children socialise with other adults and children at groups and while on outings. Strategies for managing children's behaviour include positive reinforcement, in order to address their self-esteem. Children's independence is promoted appropriately. For example, they manage their own self-care needs and select toys for themselves. Toy boxes are labelled with pictures so that children can easily make their own choices. Resources are safe and meet children's learning and development needs.

well.

The childminder creates a welcoming environment for children and their parents. Information obtained from parents enables her to address children's individual care needs effectively. Information on the childminder's practice, with regard to safety, illness and accidents, is shared with parents. However, some policies do not include all required information and require improvement to ensure that the childminder always works effectively in partnership with parents to fully support children's well-being. Children's good health is protected appropriately because the childminder encourages them to be physically active. They gain confidence and physical skills with use of challenging equipment in the childminder's garden. Children's physical skills and hand and eye coordination are supported well. These skills are practised when the childminder plays catching and throwing and bat and ball games with the children. The childminder identifies that parents provide healthy food in children's packed lunches. However, opportunities are missed to reinforce healthy eating options with the children. For example, when children eat biscuits for their morning snack, the childminder does not talk with them about healthier food options. The childminder ensures that children learn how to keep themselves safe, for example, they practise the fire drill regularly.

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

The childminder makes sure that her home is safe and secure. She is aware of her responsibilities with regard to safeguarding and supervising children and necessary checks for her family have been completed. The childminder ensures that children are never left unsupervised with a person who has not been vetted. She is aware of the Coventry Safeguarding Children Board procedures and parents are made aware of her written safeguarding policy. However, the policy does not contain information on the action to be taken if an allegation is made against the childminder, or the use of mobile phones and cameras, and the childminder does not share this detail verbally with parents. In addition, she does not inform parents of the procedure that she will follow if they fail to collect their child at the agreed time. As a result of these omissions, a legal requirement is not fully met with regard to information that must be provided for parents. This is considered to have no direct impact on children's welfare because the childminder is aware of correct procedures that she must follow should these situations occur.

The childminder monitors the educational programmes appropriately to ensure that children make progress in their learning. She reviews her childminding provision sufficiently to ensure improvement. For example, recommendations raised at the time of the last inspection have been appropriately addressed. The childminder's current priority for improvement is to develop the learning opportunities for children in the garden. She is installing raised beds so that the children can plant, grow and then eat their own fruit and vegetables. The childminder intends to increase her food hygiene knowledge by attending a training course. She welcomes support and guidance offered by local authority advisers. Required documentation is kept up to date in order to support children's safety and welfare.

The partnership with parents promotes children's care and learning needs appropriately. The childminder is aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. The childminder ensures that links with other early years providers are effective in order to address continuity of care and learning for children. A range of written policies are provided for parents and most of these contain required information and appropriately reflect the childminder's practice. Resources are well maintained and meet children's needs effectively.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY219811
<b>Local authority</b>	Coventry
<b>Inspection number</b>	855740
<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>	12
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/10/2008
<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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