

<b>Inspection date</b>	20/08/2014
Previous inspection date	08/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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**

- The childminder's effective observations, assessments and planning ensures that children are challenged well to reach the next steps in their learning. Therefore, children are making good progress.
- The childminder builds positive partnerships with parents and links with other settings children attend. This good partnership working means that children are settled as they are cared for in a consistent manner.
- Children are fully safeguarded because the childminder is aware of her responsibilities in the event of a child protection concern. Children are well supervised at all times and the childminder ensures her home is safe by minimising risks.
- There is good capacity for continuous improvement. The childminder accurately identifies areas for improvement in a timely manner. This ensures positive outcomes for children and their families.

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

- The childminder does not always maximise the already good sharing of information so that parents can contribute to children's learning journals to enable the childminder to support children's learning to the very optimum.

## 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 the childminder's home.
- The inspector looked at children's assessment records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of parents and carers views from information in the childminder's own parental questionnaires and by speaking directly to the parents.

## Inspector

Hayley Lapworth

## Full report

### Information about the setting

The childminder was registered in 2007. 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 son aged 14 years of age. The whole of the ground floor is used for childminding along with a bathroom upstairs. There is also an enclosed garden for outdoor play. The family have one pet dog. There are currently six children on roll, three of whom are in the early years age group. The childminder is able to walk with children to and from local schools and pre-schools. She attends local toddler groups with children. The childminder cares for children all year round, Monday to Friday, from 8am to 6pm, except for Christmas holidays.

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

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

- maximise opportunities to engage parents fully in their children's development, by more frequently seeking their comments about their children's learning at home.

## Inspection judgements

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

The childminder is secure in her understanding of the learning and development requirements. During the settling-in periods the childminder spends time with the children and their parents getting to know them. She asks parents questions which help her determine the children's current stage of development. Therefore, this ensures she can plan for children's future learning from the outset, while at the same time valuing what parents know. The childminder undertakes many planned and spontaneous observations to track children's progress. She assesses their learning and accurately identifies where they may need additional support in order to make as much progress as they can. The childminder regularly talks to parents about their children's day and the activities they have participated in. However, further opportunities to fully engage parents in children's learning, for example, by encouraging them to share their observations of their children's learning from home, are not fully embedded. Consequently, opportunities for the parents and childminder to work consistently together to support children's development are not always fully maximised. The childminder provides a good variety of toys and resources and she incorporates outdoor play in her daily routines by taking children into her garden or out on trips. She also takes children along to local groups to spend time with other children of a similar age. Therefore, children have opportunities to develop their physical and social skills in different environments. This practice prepares them well for their next stage in learning, such as starting school. The childminder completes the progress check for children between the ages of two and three years. She provides parents with a written summary, therefore, parents and health professionals can be fully informed. Inclusion is

fully promoted as the childminder monitors children's engagement in the activities. The childminder is fully aware of the benefits of partnership working with other professionals. Consequently, children with special educational needs and/or disabilities can be fully included in the life of the setting.

Children's personal, social and emotional development is successfully enhanced. The childminder plays alongside the children at their level and knows when to withdraw to allow them to lead their own learning. She always gives her full attention to the children in her care and really values their contributions. For example, she praises them for joining in on conversations with adults and when they show care and concern for their younger peers. The childminder sets the children appropriate challenges; she encourages the children to play together and build relationships with one another. For example, during a card game she was involved in, she suggests 'I will move away now and let's see if you two can play the game together'. Children are fully encouraged to make decisions for themselves, therefore, they are becoming increasingly independent. For example, they decide if they would like to continue playing card games, select a jigsaw or learn some new words in Polish.

Children's communication and language skills are effectively enhanced. The childminder is attentive towards children's individual needs and she swiftly responds to new challenges. For example, she has recently begun working with children who speak English as an additional language. To ensure she can support the children appropriately she researches words in their home language and adapts her resources to include these languages. For example, she provides number cards that include how to say each numeral in Polish. She uses these resources imaginatively to ensure all children have opportunities to use their home language in their play and learning. For example, when playing a game of passing the ball, children are encouraged to count the number of times they catch the ball in Polish. In addition, the childminder displays nursery rhymes posters, children's pictures and labels the toy boxes. As a result, children become familiar with written words and begin to understand that print carries meaning.

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

Children are settled and secure in the childminder's care. They share warm relationships with the childminder and enjoy her involvement in their games. Settling-in arrangements are agreed with parents on an individual basis in order to aid children's emotional security. For example, the childminder talks to the children and their families when they visit; she finds out about their likes and dislikes and individual routines. Consequently, she can provide care tailored to children's needs and in a way which meet their parents' wishes. The childminder prepares children effectively for their transition into other early years settings and Reception class in school. For example, they have many opportunities to socialise with other adults and children at local groups.

The childminder provides a flexible service, she is very welcoming and her home is very inviting to young children. This is because her resources are organised at children's level and creative wall displays capture their interests. For example, wooden stick dolls children

have previously made and photographs of them participating in a broad range of experiences are on display. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents in a timely manner. Children's good health is protected because the childminder encourages them to be physically active and exercise their bodies on a daily basis. For example, they regularly visit a local park with large playing fields so they can run in open spaces. Older children are very aware of good hygiene practices and confidently share with the inspector when they wash their hands and the reason why. For example, they share 'we must wash our hands after playing with the dog or we might get the dogs yucky germs'. The childminder effectively encourages healthy eating. For example, she provides parents with information on healthy foods suitable for children's lunch boxes. Therefore, children's good health and well-being is assured.

The childminder teaches the children about their own safety in and around her home, through discussions she has with them. For example, they discuss when playing outside in her garden that they must not run up and down the steps. Older children confidently share their knowledge on why it is not safe to put their fingers near the dogs mouth. Therefore, they are aware of how to keep themselves safe.

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

Children are fully safeguarded because the childminder's home is safe and secure and supervision of the children is good. She ensures that children are never left unsupervised with a person who has not been vetted. The childminder is fully aware of her responsibilities in relation to concerns about a child in her care. She is knowledgeable about signs and symptoms of child abuse and of child protection reporting procedures. Parents are made aware of the childminder's safeguarding policy and the Coventry Safeguarding Children Board procedures. The childminder ensures that anyone over the age of 16 living or regularly spending time in her home completes necessary checks.

There is good capacity for future improvements. The childminder has met the recommendations raised at the last inspection, which has positively impacted on self-evaluation, children's safety and their learning. She effectively evaluates the service she provides and accurately identifies where improvements can be made. For example, she has recently identified that children would benefit from the provision of more resources that support them in learning English as an additional language. Parents and their children are also successfully involved in sharing their views about the service. Through questionnaires, parents share very positive comments about the childminder and the service she provides. For example, parents write their children settle fantastically well and they feel their behaviour is handled by the childminder through a fair approach. Children also share their views; stating that they like to coming to the childminder because it's fun, they enjoy going to the park, but especially love doing jigsaws. In addition, the childminder successfully monitors the educational programmes to ensure that children make good progress. She is aware of the statutory requirements within the Early Years Foundation Stage. The childminder uses this and other guidance to successfully meet

children's care and learning needs. Resources meet children's different learning needs effectively and are maintained in a good state of repair. Required documentation is kept up to date and in good order.

The childminder has built strong relationships with the children's parents and carers and overall communication between the childminder and parents is good. On arrival they discuss the children's care needs, food they have eaten and the care arrangements for the day ahead. A range of written policies successfully reflect the childminder's practice and how she meets children's needs. As a result, a consistent approach towards children's individual needs is assured. The childminder has established good relationships with other early years providers. This ensures a consistent approach towards children's care and learning.

### **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>	EY357603
<b>Local authority</b>	Coventry
<b>Inspection number</b>	878395
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/02/2011
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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