

Inspection date

22/08/2014

Previous inspection date

03/02/2010

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

- Children are well protected from harm because the childminder robustly follows the correct safeguarding procedures and effectively minimises risks within the home.
- The quality of teaching is good and is guided by accurate assessments of children's learning and development. As a result, children's progress is consistently good.
- Partnerships with parents and other professionals promotes a collaborative approach towards ensuring that children are able to achieve their full potential. Consequently, children with special educational needs and/or disabilities are well supported.
- The childminder is thoroughly committed to making ongoing improvements to her knowledge and skills. She evaluates her provision well and sets realistic goals for her future development. Therefore, children receive high-quality care and education while at her home.

It is not yet outstanding because

- The childminder sometimes quickly ends creative activities and clears away, which can thwart children's exploration of media and materials when they are highly engaged and keen to continue.
- Occasionally, the childminder does not always follow the children's lead during adult-led activities to extend their learning to the very highest level.

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 indoors and outside.
- The inspector held discussions with the childminder.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of suitability of the childminder and her family members living on the premises.
- The inspector looked at and discussed with the childminder a range of policies, procedures and records, including the childminder's self-evaluation form.
- The inspector took account of parents' views from their written comments and discussions held.

Inspector

Josephine Heath

Full report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of Professional Association for Childcare and Early Years. She lives with her husband and one adult child in a detached house in Rugby, Warwickshire. The ground floor of the property is used for childminding, including a dedicated playroom, lounge/dining room, kitchen and toilet. There is an enclosed garden for outdoor play. There are currently five children on roll, of whom three are in the early years age group on a full- and part-time basis. She supports children with special educational needs and/or disabilities. The childminder operates all year around, Monday to Friday, between 8am and 6pm, except for 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:

- allow more time for the well-planned creative activities, so children are able to further develop their skills in exploring media and materials
- build on all opportunities to fully maximise children's learning by following their lead as they explore their own ideas during adult-led activities.

Inspection judgements

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

The quality of teaching is good because children are well supported to make good progress. There is a positive mix of outdoor and indoor play, both child-initiated and adult-led. For example, outside, children enjoy exploring their physical skills as they kick balls, build with the foam bricks, use the slide and play in the push along car. As a result, children are highly engaged and enjoy the different aspects of the activities as they use their bodies in different ways and independently choose what they want to play with. When inside, children initiate role play in the home corner, small world play with vehicles and looking at books. Alongside these activities, the childminder initiates a creative activity focussed on painting with butterfly templates. Skilful adult support enhances the children's learning. For example, the childminder encourages them to mix colours, discuss their ideas and share materials. As a result, children enjoy a varied educational programme with well-thought-out activities that promote all aspects of their development. However, on occasions, during some adult-led activities, the childminder does not always pick up on children's own initiated interests, such as when a child refers to a plane, to extend their learning even further. In addition, children's extended engagement in art and craft activities is not always acknowledged as the childminder clears away in preparation for the

next activity. Consequently, children's learning is not always fully maximised during these activities.

Overall children's learning and development are very well promoted because the childminder has a highly knowledgeable understanding of how they learn. She makes routine observations and assessments and uses this information well to inform the planning, such as using the children's interest in mini-beasts to be creative. The childminder provides a good range of learning experiences for children that actively supports their good progress across all areas of learning. As a result, children are readily acquiring the skills, attitudes and dispositions they need to be ready for school as they become independent and well socialised. The childminder knows the children well. She accurately identifies children's stages of development and next steps in their learning. The childminder regularly shares this information with parents and uses parents' knowledge to help inform activities. Consequently, this supports children's good progress between the setting and home.

Support for children with special educational needs and/or disabilities is good. The childminder is knowledgeable and uses her observations and assessments to identify any areas of delay. This includes information from the progress check for children between the ages of two and three years. She swiftly seeks support for any children that she identifies may require timely intervention. As a result, children with special educational needs and/or disabilities make good progress in relation to where they started and gaps in their learning close quickly.

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

The childminder develops strong relationships with children and their parents. This helps children to form attachments with her and feel secure in her care. It helps parents to feel confident to leave their children in her care and share information. The childminder tailors the settling-in procedures according to children's individual needs. This is because she fully understands the importance of children feeling safe and secure within the environment, before they feel able to fully explore and therefore, begin to learn. This approach fully supports children's emotional well-being.

Children independently follow good hygiene routines because the childminder sets a good example. They routinely wash hands after nappy changing and before eating. Children's intimate care needs are sensitively met as they are kept clean and dry and as they are actively encouraged to manage their own self-care where appropriate. The childminder offers children a variety of healthy snack choices and monitors what they are eating during mealtimes. She uses such occasions to discuss with children the benefits of eating well and supports them to make their own healthy choices. Therefore, children's understanding of keeping themselves healthy is well promoted. The childminder discusses with parents their children's medical and dietary requirements and puts procedures in place to support them. These are robustly followed to ensure children's good health and well-being at all times. Children are frequently reminded about safety, in the home and when out and about on walks. For example, when outside, children are asked to sit down on the slide in case they fall off and to not kick the ball too hard in case it hits somebody.

Children also take risks in their play, for example, they carefully use larger play equipment at the local park and help with cooking in the home. These activities teach children about keeping themselves safe.

The environment is stimulating and welcoming with a dedicated playroom for the children. The childminder has well-placed literature for parents regarding children's safety, well-being and learning. Resources are easily accessible and well suited to the ages of the children and carefully matched to their individual needs. Therefore, children's learning is actively promoted and self-motivation is encouraged. Children's behaviour is consistently well managed. The childminder positively reinforces good behaviour during activities using lots of encouragement and praise. She also gently reminds children of why some behaviours are unwanted. For example, she asks them not to go inside alone from the garden when they are too young, so they remain safe. Children's understanding of these behaviour expectations are clear as they respond to her quickly. Overall, children are emotionally well prepared for the move into other settings and schools because the childminder ensures that they acquire the right emotional skills needed to adapt to the changes ahead.

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

Safeguarding arrangements are robust and the childminder places a strong emphasis on ensuring children in her care are well protected. She understands her role in protecting children from harm and is fully aware of how to follow correct safeguarding procedures should she have a concern about a child. The childminder also knows what to do in the event of an allegation being made against herself. Risk assessments are consistently undertaken and are reviewed regularly. This includes partaking in a monthly fire drill with children, so that they are clear on the evacuation procedure. This helps to make sure that children are cared for in a safe environment. Documentation and record keeping are accurate and completed to a high standard, which helps to ensure that children's well-being is maintained.

The childminder monitors the educational programmes well. She ensures that all children are making progress by recording her observations and assessments onto a summary sheet every three months. This enables her to clearly see if progress is being made and any areas where there might be delay. This monitoring has been more recently strengthened because the childminder has completed progress-check training and specific early years learning and development training. She is committed to developing her knowledge further through attendance at additional training and she is currently putting into place arrangements for the curriculum changes. This proactive approach helps to make sure that children benefit from continually improving the provision.

Self-evaluation arrangements are strong and take account of the opinions of children and parents. The childminder identifies clear areas for improvement, which she prioritises and addresses effectively. On the whole, partnerships with parents are positive and contribute to children's good progress. Feedback from parents is all positive as they comment that they feel their children enjoy attending the setting. The childminder intends to send out

parent surveys to seek further views and has been considering new ways to actively seek parental engagement. Partnerships with other professionals, such as speech and language therapists, other childminders, local children's centre staff, local nurseries and schools, fully promote children's continuity of learning and ensure that they have access to the relevant help and support services they need to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
--	------------

The requirements for the voluntary 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. 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

Unique reference number	268432
Local authority	Warwickshire
Inspection number	871649
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	03/02/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

