

<b>Inspection date</b>	27/08/2014
Previous inspection date	13/05/2009

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

- The childminder has a secure knowledge of how children learn through their play. She provides a wide variety of resources and play experiences that help children make good progress in their learning and development.
- Children form strong bonds with the childminder because they have a well-planned settling-in period. As a result, children are confident, relaxed and emotionally secure.
- The childminder pays high regard to children's safety, in and outside of her home. This is achieved through the effective use of risk assessments and her secure knowledge of safeguarding children's welfare.
- Partnership with parents, other providers and agencies are good. Effective sharing of information ensures that children are well supported and receive continuity of care and learning.

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

- Children do not always have spontaneous opportunities to make marks and practise their early writing skills during their free play.
- The childminder does not make the most of the garden to provide children with more hands-on opportunities to explore and investigate the natural environment.

## 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 taking place in the lounge and dining room.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents and from the parent spoken to on the day.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.

## Inspector

Hazel White

## Full report

### Information about the setting

The childminder was registered in 1990 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house, in Coventry. The whole of the ground floor, the bathroom and box room on the first floor and the rear garden are used for childminding. The childminder attends a toddler and childminding group and visits parks on a regular basis. She takes children to and from the local schools and pre-schools. There are currently ten children on roll, six of whom are in the early years age group and they attend for a variety of sessions. The childminder operates all year round, from 6.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years and has an early years qualification at level 3.

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

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

- enhance opportunities for children to freely make marks by increasing the availability of writing materials, so that children can readily use them in their free play
- enrich children's understanding of the natural environment, for example, by providing more hands-on opportunities for them to investigate and explore outdoors.

## Inspection judgements

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

The childminder has a good understanding of how children learn and develop. She has positive relationships with parents and gathers detailed information from them when children first start. This helps her to form a clear picture of what children can already do. In addition, the childminder carefully observes children to find out about their immediate interests. This information is used to create a stimulating environment with activities and experiences successfully engaging children. The quality of teaching is good. The childminder is mindful that each child's skills are very different. She adjusts activities and expectations according to their age and stage of development. For example, young children randomly place large beads on a peg board, while more able children make intricate patterns with much smaller beads. As a result, all children develop good control and co-ordination. The childminder records children's ongoing progress and takes photographs of them to illustrate the activities they enjoy. Their next steps in learning are clearly identified. Parents are encouraged to view their children's learning journals and to continue to enhance their children's learning at home. This helps to ensure that children

are constantly supported to make good progress towards the early learning goals, in readiness for school. Furthermore, parents are kept well informed about children's activities and achievements, while they are in the childminder's care. This is through verbal discussions and the use of a daily diary.

Children readily help themselves to the majority of toys and resources to support their play. This is because the childminder provides a generally well-organised environment. However, writing materials, such as pencils, crayons and chalks are not constantly accessible to children during their free play. As a result, opportunities for children to practise making marks and early writing skills are not optimised. Children are confident speakers because the childminder supports and encourages them to engage in conversations. They thoroughly enjoy a game called 'what is in the bag'. The childminder provides a bag full of interesting, handmade props that inspire children to think about songs that link to the object. Children laugh heartily as they sing, and do the actions to a song about monkeys bouncing on a bed. The childminder's skilful interaction as they play also supports them in gaining social skills, such as sharing and taking turns. The childminder fully understands the importance of supporting children with English as an additional language. She finds out about key words in the child's home language. Consequently, all children develop good communication and language skills. The childminder willingly works with other professionals to fully support children with special educational needs and/or disabilities. This helps to ensure that all children make the best possible progress in their learning and development.

Children sit quietly looking at books and the childminder frequently reads them their favourite stories. In addition, children are regular visitors at the local library which further develops their love of books and helps their understanding that words carry meaning. Children use their imagination very well, turning the play kitchen into a cafe. They express their own ideas, deciding between themselves, who will cook the food for their customers and who will take their money. The childminder teaches children the value of coins and notes. Children sort the money into separate piles before putting it into the till. They learn to look at the numbers to make sure that they match. Subsequently, children learn good mathematical skills. Children enjoy a wide range of experiences outside of the home. They go to toddler sessions in the local community and use large equipment in the park. These opportunities help to prepare children for their move to other settings as they socialise with others. Children regularly go for walks through the woods, as this is the route to school. In addition, they use the garden to play ball games and ride on wheeled toys. Consequently, children get plenty of fresh air and exercise. However, there is capacity to heighten children's understanding of the natural environment, for example, by providing them with more first-hand opportunities to explore and investigate.

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

Children develop a lovely rapport with the childminder and secure, trusting relationships with each other. The childminder takes time to gather relevant information from parents about likes and dislikes and children's home routines. This means that she has a good understanding of their individual needs so that children feel valued and appreciated. Children have a gradual settling in period. Parents of new children are encouraged to visit

when the childminder is caring for other children. This is so that they can be introduced to one another and this supports all children in quickly gaining a sense of belonging. As a result, children are happy and their emotional development is fostered well. Children behave very well because the childminder generates an environment where everyone is encouraged to be kind and helpful to one another. She focuses on positive behaviour and offers lots of praise and encouragement for their achievements. Consequently, children have high self-esteem.

Children develop good self-care skills. For example, they put their own shoes on before outdoor play and help to make their own sandwiches at lunch time. These experiences develop children's independence well. The childminder provides children with healthy and nutritious homemade meals that take into account their dietary needs. As a result, children obtain a positive attitude and understanding about healthy eating. Daily hand washing routines help children learn about the importance of good hygiene practices. Children have a positive attitude to being active. The childminder makes good use of local venues, such as the park, to extend the options for physical play. This means that children benefit from fresh air and regular exercise. The childminder helps children to be well prepared for the next stage in their learning by introducing them to group situations whereby they socialise with others. Younger children accompany the childminder on the school run with older children. This enables the childminder to familiarise young children with the school environment and introduce discussion about what will happen they start school. This helps children to be emotionally ready for their move to school.

Daily checks of the premises help to ensure that children play safely indoors and outside. The childminder teaches children to stay safe when taking part in art and craft activities. For example, they learn not to walk around when using scissors and know the dangers of putting beads in their mouth. On outings children learn about crossing the road safely and know how to behave when they are in parks. As a result, children gain a secure awareness of their personal safety.

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

The childminder has a secure awareness of her responsibilities with regard to protecting children from abuse. She has a clear understanding of the procedures to follow in the event of any concerns about a child in her care. The policy is effectively shared with parents so that they also have a good understanding of the childminder's role in promoting children's welfare. All adults in the household have had their suitability checked. As a result, children are protected from harm. The childminder meets all regulatory requirements, such as keeping records of children's details and carrying public liability insurance. Risk assessments records are thorough and supported by daily visual safety checks and a wide range of safety measures. For example, the cover on the hot tub is fully secured with padlocks and rigorously checked before children use the garden. Furthermore, the childminder pays particular attention to identifying and minimising risks to children during outings. She takes a first aid kit, carries her mobile telephone and ensures that children's emergency contact numbers are up to date and close at hand.

The childminder demonstrates a strong enthusiasm and capacity for improvement. Since her last inspection, she has become more reflective and routinely monitors and evaluates children's progress and the experiences she provides. She reviews children's interest and involvement in activities and looks for any gaps in her provision. For example, the childminder recognised that some art and craft activities lacked challenge for more able children. Canvases and model making resources were added to the selection and this has had a positive impact on children's learning. The childminder shows a good appreciation of her strong points. She considers the good relationships she has formed with children and their parents to be her key strength. The views of parents are valued and assist the childminder in identifying areas for future improvement. For example, following their comments she increased messy play activities and focused on games to promote children's recognition of colours. The childminder meets regularly with other childminder's to share good practice and researches on the internet for useful information about play. This means that she keeps up to date with current practice in order to further enhance children's learning.

Parents speak highly of the childminder. Their comments include 'a great choice of toys, plenty of outdoor activities, in a safe fun environment'. The childminder takes great care to ensure that children and their families feel very welcome and valued. She regularly shares information about the children's care and learning, both verbally and through learning journals, which includes information about their children's learning and development achievements. The childminder fully understands how the summary of the progress check completed for children aged between two and three, is shared with parents and other professionals. This helps to ensure consistency of care and to identify any intervention needed. Partnerships with other early years providers are secure to ensure that children receive a consistent approach to their learning and development. Consequently, children make very good progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	510449
<b>Local authority</b>	Coventry
<b>Inspection number</b>	869415
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/05/2009
<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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