

<b>Inspection date</b>	27/08/2014
Previous inspection date	11/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- Children are not fully safeguarded. The childminder has not completed a Disclosure and Barring Service check for all people living on the premises.
- The childminder is not aware of the progress check for children aged between two and three years; she has not provided parents with a short written summary of their child's development in the prime areas of learning and therefore appropriate information has not been shared with the health visitor.

### **It has the following strengths**

- Children are happy in the childminder's care. They enjoy spending time with her and her family. Their personal and social development is supported through spending time with other children in the childminder's home and at local groups.
- The childminder has many years experience of caring for children with special educational needs. She provides a homely environment and is kind and warm in her approach towards children. Therefore, children are confident and relaxed in her care.

## 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 and garden.
- 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 took account of parents' and carers' views from references and thank you cards written by the parents.
- The inspector checked evidence of suitability and qualifications of the childminder.

## Inspector

Hayley Lapworth

## Full report

### Information about the setting

The childminder was registered in 1994. 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 and two adult children. The childminder's husband is also her assistant. The whole of the ground floor is used for childminding along with a bathroom upstairs. The childminder has a pet snake, fish and stick insects. There are currently six children on roll, three of whom are in the early years age group. The childminder supports children with special educational needs and/or disabilities. She is able to walk with children to and from local schools and pre-schools. The childminder attends local toddler groups with children. She cares for children all year round, all day Wednesday to Friday, 6.30am to 6pm, except for Christmas holidays.

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

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

- ensure Disclosure and Barring Service checks are completed on all those living on the premises
- improve your knowledge and understanding of the assessment arrangements, in order to ensure early intervention where necessary to support children's learning and development with specific reference to the progress check for children aged between two and three years and provide parents with a written summary.

### Inspection judgements

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

The childminder has some knowledge and understanding of the learning and development requirements. She talks to parents to find out what they know about their children's development at the onset of care. She shares photographs of their children involved in a variety of experiences and talks to parents about their children's achievements and any concerns she may have. Therefore, they are kept informed and can support their children's learning at home. She uses this information and her observations of the children's learning to make an assessment and decide what they need to do next. Therefore, they are suitably supported to reach the next stage in their development. However, the childminder is not aware of all of the assessment arrangements and her responsibilities with regard to the progress check for children aged between two and three years. She does not provide parents with a written summary of their child's development used to inform their health visitor. Consequently, children may not get the support they need through early intervention. The childminder provides a suitably organised free-flow

environment; children confidently make choices about where they want to play and move from indoors to outside. Therefore, they are becoming independent in making decisions for themselves. This also prepares them for their next stage in learning, such as starting school.

Children's personal, social and emotional development is successfully enhanced. The childminder is attentive towards children's needs; she gives them her full attention when they make gestures or initiate conversations with her. For example, when they indicate they are hungry or want to talk about their recent trip to the zoo. The childminder praises older children for having a super memory and recalling events that have long passed. For example, when they recall the foods they ate at a party. She also praises younger children for eating all their vegetables and lying quietly when it is time to go to sleep. The childminder and her assistant share warm relationships with children as do her adult children. The environment is very homely and children are relaxed and confident. Children are encouraged to make relationships with one another. For example, the childminder takes them along to local groups and parks to spend time playing in small groups with children of a similar age.

Children's language skills are being enhanced. This is because children are encouraged to talk to one another and engage in conversations with the childminder. For example, she encourages them to talk about their friends, their siblings and their summer holidays. During activities children are asked questions that make them think. For example, the childminder asks when they are playing with dough 'what colour are the peas?' they have made. She gives them time to respond and repeats the question if they look unsure or confused about what is being asked. Through these activities she also introduces mathematical language. For example, the childminder encourages the children to become familiar with shape names and size, such as, round, long, big and small. Children's physical development is promoted well by the childminder. She ensures that they are able to practise skills, when they use large play equipment in her garden and at a local park. They also have opportunities to be active indoors; they thoroughly enjoy rolling around in a pool full of balls. Inclusion is suitably promoted as the childminder monitors children's engagement in the activities and makes suggestions about what they can do next if they appear disengaged. The childminder has many years experience of working with children with special educational needs and/or disabilities. Therefore, they are fully included in the life of the setting.

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

Some aspects of children's welfare are addressed satisfactorily. However, children's well-being is not fully safeguarded by the childminder as she does not ensure required checks on all individuals living on the premises are completed. This is a breach of the safeguarding and welfare requirements.

The childminder's home is warm and welcoming to children, their parents and visitors. Children are learning how to behave, they are happy, settled and emotionally secure. Settling-in arrangements are agreed on an individual basis in order to aid children's emotional security. The childminder spends time with the children and their families

getting to know them. She finds out about children's backgrounds, their experiences and individual needs and routines. Therefore, she can provide care tailored to their needs and meet their parents' wishes. Through spending time at local groups and talking to the children about starting school, the childminder suitably prepares them for their move into other early years settings. For example, at the local toddler groups, supported by the childminder, they have opportunities to build relationships and socialise with other adults. Children have access to a suitable range of resources, they are easily accessible to the children as they are stored at their level. Therefore, children are becoming independent in selecting resources for themselves.

Information on the childminder's practice with regard to safety, illness and accidents is shared with parents. A healthy lifestyle is promoted as the childminder encourages them to be physically active on a daily basis. They are encouraged to exercise their bodies on the large playing fields at local parks and in the childminder's lounge. For example, the childminder encourages the children to demonstrate and teach her exercise routines they have learnt. As a result, their physical skills are being developed and they benefit from spending time outdoors, playing in fresh air. The childminder suitably encourages a healthy diet. For example, she provides fresh vegetables as part of their lunchtime meal; she encourages the children to drink plenty of fluids throughout the day. Therefore, children's good health and well-being is supported. Children have some opportunities to learn how to keep themselves safe. For example, the childminder reminds them why it is not safe to run inside her home.

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

Children's safety is adequately promoted in some areas. However, the childminder has failed to complete Disclosure and Barring Service checks on all adults living on the premises. Therefore, the childminder is not meeting the safeguarding and welfare requirements, putting children at risk of harm. Suitable risk assessments are in place. The childminder checks her home on a daily basis to make sure all areas used by the children are safe to do so. Identified risks, such as accessibility to garden tools and equipment are identified and minimised. The childminder completes written risk assessments for outings. For example, the childminder identifies the risks to children prior to a visit to the zoo and local events. She supervises the children well and she is aware of the procedures she must follow in the event of a concern about a child in her care. The childminder supervises her assistant to ensure consistency in practice. She ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Coventry Safeguarding Children Board procedures. Therefore, children's safety is enhanced.

There is some capacity for future improvements. The childminder is beginning to understand how to evaluate the service she provides and include parents and their children in this process. For example, she has identified that she would benefit from knowing more about how to support children's speech and language development. The childminder has taken action to overcome this by accessing books to enhance her knowledge. Therefore, children's language development can be effectively enhanced. In

order to improve her service the childminder welcomes support from her local authority partnership advisers and has met the recommendations raised at the last inspection. Consequently, this has positively impacted upon children's learning and development. The childminder adequately monitors the educational programmes to ensure that children make some progress. She is suitably familiar with the learning and development requirements within the Early Years Foundation Stage. However, she is less familiar with the assessment arrangements, and therefore, children's learning and development is compromised. Some required documentation is kept up to date and in good order.

The childminder talks to the children's parents on a daily basis. She shares information about their general well-being and activities they have participated in. The childminder is fully 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. A range of written policies that are shared with parents ensures they are fully informed about the service she provides. Parents comment positively on many aspects of the service; they share their children are very happy and love coming to the childminder. They especially appreciate the flexible service and how thoughtful the childminder is towards their children. The childminder is aware of the importance of working together with other early years providers, to ensure continuity of care and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (compulsory part of the Childcare Register).
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (voluntary part of the Childcare Register).

## 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>	504764
<b>Local authority</b>	Coventry
<b>Inspection number</b>	872306
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/09/2009
<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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