

Inspection date	01/09/2014
Previous inspection date	04/03/2009

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 make good progress in their learning and development as activities are tailored to support their individual stages of development. The childminder provides interesting play experiences, which successfully develop children's skills and knowledge.
- The childminder develops warm and caring relationships with children, supporting them with the move into her home. Consequently, children are happy and relaxed in her care.
- Children are effectively safeguarded, as the childminder is knowledgeable about child protection procedures and demonstrates a good understanding of assessing risks.
- Partnership working with other early years providers is strong. This helps to ensure that children have positive moves between settings and onwards to starting nursery and school.

It is not yet outstanding because

- The childminder sometimes misses opportunities in the outdoor learning environment to extend children's early mathematical skills.

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 compulsory part 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 play room and garden.
- 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.
- 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 1991 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in a house in Coventry. The whole of the ground floor and the rear garden are used for childminding. The childminder attends and helps to run a toddler group and visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, except bank holidays and family holidays. Her operational hours are from 7.30am to 5.30pm, Monday to Thursday and from 7.30am to 4.30pm on Fridays. The childminder has an early years qualification at level 2.

What the setting needs to do to improve further

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

- enhance children's mathematical understanding further, for example, by using the outdoor environment to talk about numbers and promote children's recognition of numbers.

Inspection judgements

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

Children are happy and interested in their play because they are provided with a wide range of resources that inspire them to learn. The childminder gathers information about children's starting points through discussions with parents and from her initial observations. This enables her to effectively plan activities that meet children's individual needs. The ongoing learning and development of children is captured through regular observation and assessments. This information is used successfully to identify the next stage in children's learning. The childminder exchanges important information with parents. They share their observations of children and regularly discuss ways of supporting and extending children's learning. For example, books are shared between both homes so that children can constantly enjoy listening to their favourite stories. As a result, children make good progress and are preparing well for the move to school when the time comes.

Children move freely between indoors and outdoors, confidently making choices from resources in the play room. As a result, children's independence is fostered well. They see lovely displays of people from all walks of life and play with resources, which represent diversity in a positive way. Children play musical instruments that originate from Uganda and they are intrigued to know that one of the footballs is made from banana leaves. Furthermore, they enjoy learning about festivals from around the world, making cards and

tasting traditional foods. These experiences help children to develop a secure understanding of the wider world. Teaching is effective. The childminder's good interaction and questioning skills enable children to take part in activities enthusiastically. Children talk freely, sharing their experiences and thoughts during play. For example, they recall seeing slugs and snails in the garden and describe what they look like. They excitedly find their learning journals, looking for photographs they previously took of various insects. This leads to a discussion about growing and planting fruit in the garden. Children describe how blueberries and strawberries taste. They learn that water makes them grow and add that slugs and snails sometimes nibble at the leaves. Consequently, children's language skills are fostered well and they develop a good understanding of the natural environment.

Children thoroughly enjoy looking at books and listening to stories. They retell the story in their own words and name their favourite characters in the book. Children learn to sound the letters of their first name and can recognise them when they see them written down. These activities successfully enhance children's early literacy skills. Children support one another to complete puzzles, turning the pieces around until they fit. They name various shapes and fill and empty containers as they play in water. However, there are missed opportunities for children to recognise numbers and count in the outdoor environment, in order to fully optimise their good mathematical skills. Children become totally absorbed in their pretend play and use their imagination well. For example, a cardboard tube becomes a telescope that they use to look for 'pirates'. They search for the pirate's ship and decide that the captain has 'red eyes'.

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

Children quickly settle in the childminder's home and develop warm and caring relationships with her. This is because the childminder offers a flexible settling-in process, during which time she gets to know the children and their family. Important information is gathered from parents before children start. As a result, she has a clear understanding of their routines, abilities and preferences. The childminder ensures that children already in her care are involved in the introduction of new children. This helps to ensure the emotional well-being of all children is supported. Ongoing discussions with parents mean that routines are adapted to meet the changing needs of children as they grow and develop.

The childminder acts as a good role model in the calm and consistent way she approaches behaviour management. She is positive and offers lots of praise to develop children's self-esteem and this helps them to feel good about what they do.

Young children learn to share and take turns because of the childminder's gentle reminders about the importance of being kind and considerate to others. Children attend a local stay and play group that the childminder helps to run. This enables them to socialise with other children of their own age and to enjoy play experiences in a different environment. Furthermore, this experience helps to prepare children as they move on to nursery or school.

Children's self-help skills are effectively supported. They show confidence and security as they freely move around the childminder's home selecting toys and resources. They find their own shoes before going outside and learn to put them on the correct feet. Healthy lifestyles are promoted well as the childminder encourages children to eat a healthy diet and try different foods. Parents' providing packed lunches for their children are offered a healthy eating leaflet relating to packed lunches. This gives parents ideas on how to encourage children to eat fruit and vegetables. Children are learning about health and hygiene because the childminder acts as a good role model. She teaches children the importance of washing their hands after messy activities and before meals. Consideration is given to promoting children's physical development. Children enjoy spending time in the garden and visits to parks and groups. This provides children with the opportunity to run around freely, enjoy the benefits of fresh air and play on a range of challenging equipment. Children are learning to keep themselves safe. For example, while on the school run, the childminder talks to children about stranger danger and supports them to cross roads safely. For example, children learn to use patrolled or zebra crossings.

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

The childminder has a good understanding of safeguarding procedures and how to keep children safe from harm. She is aware of the possible indicators of abuse and knows how to proceed should she have a concern about a child in her care. The childminder shares her safeguarding policy with parents to ensure that they are clear about her role and responsibility to protect children's welfare. All adults living on the premises have had their suitability checked. A range of other policies and procedures, that underpin the safe management of children are also shared with parents and this means they understand how the childminder operates. All the required documents and parental consent forms are in place and maintained effectively. Positive steps are taken to keep the premises safe and secure to help minimise risks to children. The childminder has safety equipment in place, such as stair gates and she holds a current first-aid certificate. As a result, children are cared for in a safe and secure environment.

The childminder demonstrates a drive to develop her practice and has made good progress with the recommendation given at her last inspection. For example, she has reviewed and implemented systems for formally assessing and monitoring children's development. This has helped the childminder to be more focused on the support she provides for children's learning. Her understanding of good practice is strengthened, as she meets with other childminders to share ideas and discuss childcare issues. The childminder also links into childminding websites and attends workshops, which helps her to promote children's learning and development. The childminder evaluates her provision to identify relevant areas for development. For example, she recognised that there was a gap in resources to promote children's understanding of simple technology. This prompted her to add torches and cameras to the selection of toys.

The childminder has close working relationships with parents with regard to children's learning and development. She has daily conversations, sharing information about the activities children take part in and the progress they make. Parents praise the childminder,

commenting on the care and support she provides. They are involved in the progress check for children between the ages of two and three years. The childminder has a clear understanding of the importance of working in partnership with external agencies to ensure that there are appropriate interventions for children, who may need additional support. This means that all children are helped to reach their full potential. The childminder has good links with other early years providers. Consequently, the childminder can effectively complement children's learning when they are in her home. As a result, children receive the consistent support they need to help them to make the best possible progress.

The Childcare Register

The requirements for the compulsory 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	510415
Local authority	Coventry
Inspection number	869410
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	04/03/2009
Telephone number	

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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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