

Inspection date	17/09/2014
Previous inspection date	02/02/2012

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

- Effective observations enable the childminder to monitor children's progress well. As a result, she provides a broad range of activities and experiences to support children's good progress.
- Children enjoy warm, caring relationships with the childminder who effectively supports their personal, social and emotional development. Consequently, their individual needs are met and they feel secure and happy in her care.
- The childminder has a good understanding of safeguarding children and gives high priority to their safety.
- Communication with parents is good. Therefore, information about children's individual needs is effectively shared to ensure consistency, which provides security and stability for children.
- The childminder uses self-evaluation procedures to analyse the quality of her service. She plans for further improvements well by setting herself clear goals and targets.

It is not yet outstanding because

- Children are not consistently reminded about the importance of routinely washing their hands before eating snacks.
- There is room to further extend younger children's ability to make informed choices about what they play with.

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 in the childminder's home and garden, and spoke with the childminder and children at suitable points throughout the inspection.
- The Inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder and her household, and talked with the childminder about her self-evaluation and improvement plans.
- The inspector took into account the views of parents spoken to on the day and from information included in the childminder's documentation.

Inspector

Linda Newcombe

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 10 and six years, on the outskirts of Coventry. The ground floor of the house is used for childminding, including toilet facilities. There is an enclosed rear garden for outdoor play, and the family have a pet tortoise and fish. There are currently two children attending in the early years age group. The childminder supports children with special educational needs and/or disabilities. She receives funding for the provision of free early education for children aged two-, three-, and four-years-old. The childminder regular visits nearby parks and walks to collect children from the local school and pre-school. The childminder operates all year round, 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years. The childminder holds 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:

- build on children's ability to independently choose what they would like to play with, for example, by labelling toy boxes with pictures, showing the resources that are contained within them
- strengthen children's understanding of the importance of leading a healthy lifestyle by encouraging them to routinely wash their hands before eating food.

Inspection judgements

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

The childminder uses her secure knowledge of child development to support children in making good progress in their learning. The childminder enhances children's skills in the prime areas of learning through well-planned activities that build on, the individual needs and interests of the children in her care. As a result, children acquire the skills needed to develop to the next stage of learning. The childminder obtains initial information from parents about what their children already know and can do. She then uses these starting points to plan effectively, for children's ongoing individual learning. The childminder completes detailed progress checks for children between the ages of two-and-three years. Parents are provided with a summary and ideas are identified to further support learning at home. In addition, any emerging concerns are highlighted, so that additional support can be put into place. The childminder supports the needs of children who have been identified as having a special educational needs and/or disabilities, especially well. Consequently, all children are effectively encouraged to make the best possible progress in

their learning. Each child has an individual learning journal, which details children's starting points, observations and progress. This information is regularly shared with parents, and used successfully to plan for children's future learning and support them in readiness for school. Parents are also encouraged to share their children's achievements at home.

Children's language and communication skills are promoted well. The childminder speaks with the children routinely about what they are doing. She consistently supports their attempts at early communication by repeating words and praising their efforts. For example, she has created picture cards using children's interests, to support recognition and pronunciation of familiar words. Consequently, children's early language skills are effectively encouraged and supported. The childminder actively plays alongside children and joins in their play. As a result, they are motivated and remain focused in their play for longer. Younger children explore and investigate toys for cause and effect, pressing buttons to make something happen. The childminder uses these opportunities to extend children's thinking and thought processes. Children develop a good awareness of number, shape and size. For example, the childminder counts aloud while a child lines up small world characters, encouraging them to join in and count along with her. This supports children to gain confidence in their counting skills. Consequently, children routinely learn to think for themselves as they gain an understanding of mathematical concepts.

Children have good opportunities to practise their early writing skills, making marks with chalks and pencils. Consequently, their early literacy skills are promoted. Children really enjoy playing outside, where they have fun kicking balls, and hunting for bugs and insects. They eagerly climb up and down the slide, practising their co-ordination and balancing skills. Children regularly go for walks in the community and visit local parks. For example, they visit the playing fields to look for frogs and rabbits. They also explore a range of festivals and special events together. This enhances their knowledge of other communities and traditions to further support children's understanding of a wider world.

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

The childminder knows the children well and has developed a strong bond with them. At the start the childminder offers parents tailored settling-in visits, to help children get to know her and their new environment. This enables the childminder to meet children's individual needs from the beginning. The childminder speaks with parents each day on arrival and at collection times. In addition, she completes a daily diary. This keeps parents informed about children's activities, achievements and care routines. The childminder gives children lots of praise when they achieve and develops positive relationships with them. Children look to her for reassurance when visitors come and she ensures they are fully supported, by offering lots of comfort and cuddles. As a result, children are happy and easily settled, as their emotional well-being is promoted. They feel at ease in the childminder's care and demonstrate a strong sense of belonging. This is evident as they happily chat and play with her.

The childminder's home is well organised. Children are provided with a wide range of age-appropriate toys and activities that most of them can independently access. However,

some toys stored in boxes are not as easily accessible to younger children and they are not always aware of what resources are available to them. This limits younger children's ability to make informed choices about what they play with. Children's behaviour is well supported, because the childminder has realistic expectations of them. She consistently acknowledges when children behave positively and they are very responsive to the praise and encouragement they receive. As a result, children gain confidence and their self-esteem is boosted. The childminder has a very calm and sensitive approach towards managing children's behaviour, and ensures that she acts as a positive role model. This ensures that children build on their social and emotional skills, and behaviour management is positively applied, embedding necessary skills in readiness for school. The childminder takes and collects children from the local school and pre-school. As a result, younger children become familiar with these routines, and these experiences successfully help them to develop a positive attitude towards their future learning.

Children are suitably encouraged to develop healthy lifestyles and their physical development is promoted well. They enjoy being active and get plenty of fresh air and exercise. For example, they play in the garden daily and also go on walks to the canal and local parks. They also regularly take part in dancing and modelling actions to songs and rhymes. Children are developing some self-help skills, as they help themselves to their own drinks and snacks. However, children are not routinely encouraged to wash their hands before eating snacks. As a result, their understanding of the importance of following routine hygiene procedures is not optimised. The childminder discusses any individual dietary requirements or cultural preferences with parents, so that children's individual needs are effectively met. Children learn to keep themselves safe as the childminder allows them to take small, supervised risks. For example, they are able to climb up and down play equipment and learn about road safety when out walking.

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

The childminder has a good understanding of her responsibilities of the statutory and welfare requirements of the Early Years Foundation Stage. She has good knowledge of safeguarding policies and procedures, including all the relevant contact details which are prominently displayed for both parents and visitors to see. These measures underpin her practice and help to keep children safe and protected from harm. Risk assessments are robust and daily checklists ensure that, all possible hazards are identified prior to children arriving. All appropriate checks are made on adults in her household to ensure their suitability to be in contact with children. Fire and emergency procedures are practised regularly with the children. All mandatory documentation is in place and maintained well. For example, records of children's daily attendance, accident and medication information are all available. All visitors are asked to sign in and out. All of this effectively supports the safe and efficient management of the provision.

The childminder reflects on her provision and routinely monitors and evaluates children's progress and the activities she provides. For example, she regularly observes children and carefully plans appropriate activities, which will improve their learning and enjoyment. As a result, children's learning and development is effectively supported and they make good

progress. The childminder uses self-evaluation effectively to highlight her strengths and identify ideas for further development. For example, she has plans to develop a vegetable patch in the garden. Through ongoing professional training and networking with other providers, the childminder is able to keep up-to-date with her knowledge, understanding and skills. She fully understands child development and uses different strategies to get the most out of children. Consequently, children's learning is supported and they are well prepared for next stage of learning.

Relationships with parents are very positive and the childminder keeps parents well informed about her routines and activities, through daily conversation. She encourages them to support their child through home learning and has regular discussions with them about their children's development. Parents give very positive feedback about the childminder through written feedback forms and comments in the children's progress reports. Parents spoken to during the inspection, expressed how the childminder had been instrumental in supporting the progress that their child had made. She regularly speaks with other settings that share the care of the children. In addition, a daily contact book is also used, to share her knowledge of children and their interests. This information is used to further the development of individual children in her care. She works in partnership with other health professionals to ensure that specific strategies to support children's learning are followed. As a result, children's care and learning is promoted through a consistent and continuous approach. The childminder works closely with the local authority. For example, she receives support and advice from her early years advisors and makes the most of training opportunities. This enables her to reflect on her practice and make necessary improvements to further develop.

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	EY432097
Local authority	Coventry
Inspection number	874574
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	02/02/2012
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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