

Inspection date	23/09/2014
Previous inspection date	04/03/2010

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

- The childminder plans exciting activities for children across all the areas of learning so that they make good progress.
- Teaching is good and the childminder plans effectively for individual children as a result of her recorded observations and information obtained from parents.
- The childminder understands and implements her good safeguarding policy on a daily basis so that children are well protected.
- Children's behaviour and manners are very good and they are very happy and settled in the caring, homely environment.
- There is effective monitoring and evaluation of the provision and the childminder identifies and addresses improvements so that she maintains good quality care for children.
- There is good partnership working with other professionals and with parents in support of children and the monitoring of the provision.

It is not yet outstanding because

- Children's learning potential has scope to be exploited even further because the childminder is yet to explore in more depth the ways in which children learn through their play.

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 children engaged in a range of learning activities, play and daily care routines with the childminder.
- The inspector looked at children's assessment records, planning and a range of other documentation. She also checked evidence of suitability for all household members, and the childminder's qualifications.
- The inspector looked at and discussed the childminder's self-evaluation process and improvement plans.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector took account of the views of parents, carers and children, including recent letters from parents containing their comments on the provision.

Inspector

Catherine Sharkey

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son and daughter in Kingsbury near Tamworth. She uses the whole of the ground floor for childminding. There is an enclosed garden for outdoor play. The family has a pet rabbit. The childminder attends local playgroups, visits the shops and park on a regular basis and collects children from the local schools and pre-schools. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. There are currently 12 children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- implement the plans to explore in more depth the ways in which children learn through play in order to fully optimise their learning.

Inspection judgements

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

The childminder uses the information she obtains from parents and her own observations to establish a clear starting point for each child's learning. She records regular observations which she adds to children's progress records. This means she plans for each child's next steps in learning based on this information. She has a good knowledge of how children learn through play, which means she plans a good balance of adult-led and child-initiated activities based on children's needs, so they have a wide range of experiences. The childminder has identified an area for her own professional development in respect of understanding in greater depth the ways in which children learn through their play. However, she is yet to implement the plans that she has devised to fully optimise children's learning and development. The childminder measures children's progress against their starting points in order to identify any gaps in learning. She encourages parents to share information about children's achievements each day and to contribute to their progress records. They are well informed about children's activities and progress and children's needs are met through the strong partnership with parents. The childminder provides interesting activities and a wide range of good quality resources, which are easily accessible to children. She has successfully completed a progress check for children aged between two and three years and has shared this with parents.

Young children really enjoy playing with the childminder, who interacts with them very

effectively to guide their play and learning. She reinforces children's learning about colours, as she asks which colour scarf they want to choose, or which colours they can see on the toys in the bag. The childminder extends individual children's learning and teaches them very well, as she knows a child is ready to start to recognise different shades of each colour and to extend counting to reach beyond five. She builds these next steps in learning into the daily activities and routines so that children make very good progress. Children are imaginative in role play, as they pretend to cook the food and set out the bowls and pans they need. The childminder extends children's vocabulary and sentences well as they talk about what they are doing in their play. Children are very well challenged and prepared for the next stage in learning because the childminder plans many opportunities for them to practise early reading, writing and mathematical skills. She asks a child if they can fold the orange scarf into a triangle and which other shapes they can identify amongst the toys and books.

Children develop their physical skills well, as the childminder takes them on many outings to local nature reserves and parks. They explore the large climbing and balancing equipment and practise their coordination as they play with bats and balls in the large, open spaces. Children learn about nature and the environment, as they feed the wild birds and observe changes in the seasons. They enjoy learning about the pets at the garden centre and help to look after the childminder's rabbit. Children recall their previous learning, as they talk about the animals they see, the sounds they make and how the fish has a grumpy face. Children with special educational needs and/or disabilities are supported well, as the childminder works closely with parents and other professionals to ensure their needs are fully met.

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

Children feel emotionally secure as they form close bonds with the childminder. She provides a very caring, family environment in which children thrive and really enjoy their time with her. Children may take as long as they need to settle in their new surroundings with their parents and to get to know the childminder. The childminder talks to parents in detail about their children's needs and routines before they start so that their needs are fully met. Children are happy and confident and enjoy playing with the childminder. They make friends easily with the other children and are given good self-esteem, as the childminder praises them frequently for their achievements.

The childminder provides healthy meals and snacks for children and they have access to milk or water throughout the day. They feed themselves well and begin to manage their self-care routines so they are ready for nursery and school. Behaviour is very good indeed and the childminder reminds children to use good manners when they ask for toys or drinks. She teaches them to keep themselves safe on outings and to practise good hygiene. Children learn to manage risks safely as they use the play equipment at the park and on trips.

Children's moves to other settings are managed very smoothly so that children feel emotionally secure. The childminder helps to prepare children for nursery by reading

stories about nurseries and talking about what they will do there. She supports their increasing independence by helping them to get used to using lunchboxes and taking care of their belongings. The childminder has good links with local nurseries and schools and she shares information with the staff so that children's needs continue to be met. She takes children to visit their new settings and meet their teachers, as they accompany her to collect and drop off other children.

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

The childminder has a very good understanding of her effective safeguarding policies and procedures. This is because she has attended recent training and keeps up to date with current practice. She is very experienced in caring for children and carries out daily risk assessments so that the premises and equipment are safe for children. She practises regular emergency evacuation procedures with the children so that they know what to do. The childminder holds a current paediatric first aid certificate and supervises children very well at all times, so they are safe. The childminder has rigorous procedures in place for the collection of children, and she maintains accurate records of accidents and medical administration so that children are well protected.

There is effective monitoring of the provision, as the childminder reflects on and evaluates the effectiveness of her teaching and planning each week. She is very well motivated and strives for continuous improvement through her attendance at regular training courses and works with other professionals to monitor and improve her provision. She involves parents in her self-evaluation process and invites their comments and suggestions so their needs are met. They are well informed about her policies and procedures.

The childminder has effective links with other local early years providers and professionals at a local children's centre. She engages in mutual support and the sharing of ideas and best practice with other childminders, as they work together to run a weekly group based in the local school hall. Parents are also involved in this group, as they offer their support for singing sessions and other activities. Children's learning at the other settings they attend is complemented by the childminder and information about their well-being is shared through regular contact with staff.

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	257525
Local authority	Warwickshire
Inspection number	871615
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	04/03/2010
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

