

Inspection date

07/10/2014

Previous inspection date

06/02/2009

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 1

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 have a positive attitude towards learning and make good progress in their development. The childminder has a thoroughly good understanding of their interests and provides learning experiences that are exciting and purposeful.
- The childminder promotes children's emotional well-being well, so they have a very strong sense of belonging. As a result, children exude confidence and readily explore their surroundings.
- Partnerships with parents are a key strength and makes a strong contribution towards the childminder being able to effectively meet children's individual needs.
- Children's safety is of paramount importance. The childminder has assessed and minimised the risks in her home and garden, so that children are able to safely use all designated areas for play.

It is not yet outstanding because

- The childminder does not consistently share information with other early years providers, so that they can plan together and share ideas of how to maximise the very good progress children make.
- Young children cannot always make independent choices from the very good range of resources. This is because sometimes toys and equipment stored in the garden, are not as easily accessible to them.

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 lounge, dining 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 that are 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 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and adult child in a house in Coventry. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. The family has a pet dog and two cats. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. Children are taken and collected from the local schools and pre-schools. There are currently 13 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- maximise young children's independence, for example, by reviewing how resources are stored in the garden, so that they are constantly able to make their own play choices
- strengthen information sharing with other early years providers and use this shared knowledge and understanding to plan together and think through ideas, to support children's progress to the very optimum.

Inspection judgements

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

The childminder provides a child-centred environment, which successfully supports children's play, learning and development. Children's starting points and individual needs are well known because parents effectively share this information with the childminder from the start. This ensures that she can provide activities that interest children and accurately meet their unique needs. The childminder has effective teaching skills and a very good understanding of child development. She accurately tracks children's progress by undertaking regular observations. These observations are used well to inform future planning of play to promote children's individual next steps in their learning. Well-presented learning journals are effectively shared with parents. This helps them to understand how their children are progressing. Parents are encouraged to share information about their child's learning at home. Consequently, children develop well in all areas and are well prepared for their future learning and the move to school.

The childminder's home is generally well organised. Children are provided with a wide

range of toys and activities that are stored in various places throughout the home. Some resources are not as easily accessible to young children because they are stored in boxes on shelves in a large unit in the garden. This means that they cannot see what is available to them. Although, they can ask the childminder for specific toys and activities, this impacts on their opportunities to consistently make their own choices. Children readily invite the childminder to join in with their play and they confidentially seek out her support. For example, when they were stuck completing a tractor puzzle, the childminder suggests that they look at the picture on the box. They learn that this helps them to build the picture. With the childminder's support, they sort out the pieces with the straight edges first and she teaches them that a corner piece has two edges. Children learn the names of the parts of the tractor and to identify and sound some of the letters in the word. This successfully extends their vocabulary and early literacy skills.

Children's language and communication development are fostered very well as the childminder continually chats with them as they play. She reads stories, which excite and captivate children. They go into the garden to look for a red round house with no windows or door that has a star inside, just like in the story. Children listen carefully to the childminder's clues and are completely focused on the task in hand. They search under stones and look in the bug hotel until they correctly work out that it is an apple. Children are totally fascinated when the childminder cuts the apple into half to reveal the core, which looks like a star. This style of teaching successfully motivates children to be active learners. Children's creativity and imagination are effectively promoted as they help themselves to a good range of art and craft and role-play equipment. They collectively make an autumn scene using leaves and twigs that they collect on walks. Each child decides what their contribution will be. For example, one draws and paints carrots to go into the ground and another makes a snail shell by rolling coloured string into a circle. Consequently, children are able to explore their own ideas. Children learn to embrace living in a multi-cultural society. The childminder provides opportunities for children to learn about similarities and differences about their own and other cultures and beliefs. This is achieved by celebrating various festivals and through the use of resources, which show positive images of others.

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

Children form extremely secure attachments with the childminder and they are clearly very happy in her care. They are highly confident, showing an excellent level of independence and motivation. This is because the childminder is attentive and her skilful interactions support children well. New children and their parents get to know the childminder and other children in a relaxed and fun environment. Parents share comprehensive information with the childminder, so that she has an exceptionally good awareness of children's individual needs. Consequently, this supports children's emotional well-being. Furthermore, it helps them to make a smooth move from home into the childminder's care. The childminder is patient and consistent in her expectations of children's behaviour. Children's self-esteem is promoted extremely well because the childminder uses meaningful praise, to recognise positive behaviour and individual efforts. She is a highly positive role model for children, as she models good manners and respect for others. As a result, children are exceptionally well behaved, well mannered and polite towards the

childminder and their friends.

Children move freely from indoors to outdoors and have daily opportunities to experience physical exercise and fresh air. They learn to steer wheeled toys and enjoy games, such as hop scotch. The childminder takes children to the local park where they have run freely in and play football. Children enjoy the benefits of outdoor play in all weathers because they are provided with appropriate clothing for summer and winter activities. Children have superb opportunities outside the childminder's home to further develop their self-confidence and independence skills. For example, the childminder takes children to play activities, story time sessions at the library and trips to museums. These opportunities introduce children to group situations whereby they socialise. Consequently, children are emotionally well prepared for the transition to other settings.

Children have a highly positive introduction to leading healthy lifestyles. The childminder provides healthy, balanced and nutritious home-made meals and snacks. Children help to make the bread for their sandwiches and grow an excellent range of fruit and vegetables, which they harvest. They learn how to identify, for instance, ripe cucumbers and when to pick apples from the tree. Children are extremely proud of the pumpkins that they are currently growing, checking the size of them daily. They look at recipe books to get ideas on how the flesh can be cooked and decide whether or not to make a sweet or savoury dish. This supports children's understanding of how fruit and vegetables are grown, washed, cooked and are healthy to eat. Furthermore, children enjoy listening to stories that are food-related. This too supports children to adopt a healthy attitude towards food. The childminder ensures that children follow meticulous hands washing procedures when handling food to prevent the spread of germs. Children develop first-rate self-help skills. They pour their own drinks from a water dispenser and set the table with plates, cups and napkins ready for lunch. Children competently use knives to spread butter on their bread and cut their fruit. The childminder gives children's safety the highest priority while encouraging them to manage their own risks. For example, children help the childminder's husband erect the green house. They use a spirit level to check if the frame is straight and learn how to use screwdrivers and hammers with extreme care and attention. When out and about in the community, the childminder reinforces safety, as children quickly learn they have to hold her hand when walking along the pavements. As a result, children learn to understand why boundaries are in place and to keep themselves and others safe.

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

The childminder has a good understanding of her role and responsibility in safeguarding children and protecting them from harm. She has a clear understanding of the procedures to follow in the event of any child protection concerns, including recording and reporting and of maintaining confidentiality. All adults living in the household have undergone appropriate suitability checks. The childminder takes steps to ensure her home and garden are safe because she carries out risk assessments and regular checks. She maintains close supervision of the children in her care and this contributes to their safety.

The childminder has a strong commitment to providing high quality childcare and aspires

to provide a safe, stimulating, happy and homely environment. She has a good understanding of her role and responsibilities to meet the requirements of the Early Years Foundation Stage. The childminder observes and assesses children's skills and supports them to consistently make good progress. She identifies her strengths and priorities for improvement through self-evaluation procedures. She continually reviews what she does to ensure she continues to meet the needs of the children and their family. The childminder has identified areas for improvement. For example, she observed that the garden can be developed to provide children with further interests, such as making ball runs from drain pipes. She has a positive attitude towards continuing her professional development through attending regular training and networking with other childminders.

Partnerships with parents are strong and they comment highly on the childminder's provision. The childminder communicates with them through a variety of means, including telephone conversations, daily diaries, exchanging of photographs, as well as face-to-face daily meetings. Information about significant learning is captured in learning journals, which include written observations of children, supported by photographs of them playing and learning in a variety of activities. This ensures children receive a consistent approach to their care and learning and parents are well informed. The childminder completes robust progress checks for those children aged between two and three years. Parents are provided with accurate information that they can share with other professionals, when necessary. The childminder is aware of the importance of working in partnership with others, who may provide care and learning for the children. This is so that concerns about children's well-being or development can be quickly identified and managed. She liaises generally well with other settings to support continuity of care and learning for each child, so that they have a smooth transition into school. However, there is scope to enhance the information sharing even further, to consistently support children's learning and help them to make the very 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	510541
Local authority	Coventry
Inspection number	869422
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	06/02/2009
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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