

Inspection date

09/10/2014

Previous inspection date

26/05/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

3

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

3

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

4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not frequently assess children's level of achievement through observation and assessment, in order to plan challenging experiences to support them in their learning and development.
- There is no procedure in place and shared with parents for the use of mobile phones and cameras in the setting. Therefore, children are not safeguarded.
- The childminder does not display a certificate of registration. Therefore, parents are not fully aware of their provision.
- The childminder does not fully extend children's understanding of diversity and the wider world, to help them gain awareness of differences in our society.

It has the following strengths

- Children are settled and happy because the childminder has familiar routines which she implements with care and affection. She takes appropriate safety precautions to ensure that they play in a safe and secure environment.
- Children have developed warm relationships with the childminder and explore their surroundings confidently.
- The childminder has formed positive relationships with parents and keeps them informed about their child's day.

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 taking place in the lounge.
- The inspector spoke with the childminder and child present at appropriate times during the inspection.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at children's observation and assessment records along with registration forms.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and discussed self-evaluation.

Inspector

Tracey Boland

Full report

Information about the setting

The childminder was registered in 1988 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband. The whole of the ground floor and the first floor bathroom is used for childminding. The family have two cats. The childminder meets with other childminder's each week and visits local shops. There are currently two children on roll, both are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- observe and assess children's learning and level of achievement on a regular basis, in order to identify their next steps in their learning so that they make best progress
- ensure a certificate of registration is displayed
- ensure clear procedures are implemented with regard to the use of mobile phones and cameras, to ensure children are not put at risk

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

- ensure that children's understanding of diversity and the wider world is extended, for example, by providing more resources that reflect positive images of race, culture, gender and disability.

Inspection judgements

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

The childminder has some understanding of the Early Years Foundation Stage learning and development and assessment requirements. However, she does not frequently observe and assess children in order to identify their level of achievement and identify their individual next steps in their learning. Therefore, planning is not always effective in ensuring children make as much progress as they can. Verbal information is shared with parents about the activities the children have been involved in at the end of each day. Parents are encouraged to share information about their child at the start of their

placement so the childminder is aware of their routines and things they have an interest in.

Children enjoy making marks in a variety of ways, for example, painting with their hands and using chalks and crayons. This encourages their small muscle skills and supports their early writing skills. Children have easy access to books and enjoy sitting with the childminder as she reads to them or talks to them about what they can see. The childminder asks them questions which encourages them to tell her what they are doing as they play. This enhances their language and communication skills and helps them understand that print carries meaning. This practice helps to support them in readiness for school.

Children learn about diversity and the wider world as they become aware of festival celebrations that take place during the year. As part of their developing understanding children try foods associated with the culture and celebration. They talk about similarities and differences while looking through books which reflect some positive images. However, fewer resources that reflect positive images that reflect different skin tones or encourage children's awareness of disability are provided. Children develop an awareness of information technology through a variety of resources. They use play phones, electronic books and simple computers. Children enjoy re-enacting known, familiar events, such as playing hairdressers. Therefore, they are leading their own learning.

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

Children are happy in the childminder's home and clear relationships have developed between the childminder and each other. Children settle gradually into the childminder's home, which enables parents to share their child's individual needs, routines and preferences. This enables the childminder to incorporate them into her daily routine and encourages their feeling of security. Therefore, the move from their own home to the childminder's home is supported. Some information regarding the service is readily available to parents. However, information regarding the use of mobile phones and cameras within the childminder's home is not shared and the conditions of registration are not displayed. Children's social skills develop as they meet other children and adults they meet each week, visiting other childminder's homes. They also accompany the childminder to and from nursery within the local school. They familiarise themselves with the school environment which helps prepare them for the transition into school. The childminder acts as a role model to children and helps them to understand what acceptable behaviour is. Children's self-esteem is encouraged through the praise they receive and they are encouraged to share and take turns while playing.

The childminder provides a welcoming environment for children and their parents. Information gained from parents ensures the childminder is fully aware of their individual needs. Daily discussions take place to let them know about their child's day including what they have eaten and played with. The childminder holds a valid first-aid certificate so is aware of appropriate ways of dealing with minor injuries. Parents are made fully aware of any minor accidents and the childminder shares medical records at the end of each day.

Children learn about keeping themselves safe. For example, they learn appropriate routines when crossing the road and practise the fire evacuation procedure with the childminder. Children benefit from fresh air each day and they have opportunity to be active outdoors. Children enjoy walks in the local area and taking their own balls to the park and run about. Children are developing an ability to attend to their self-care needs. For example, they are encouraged to wipe their hands before and after eating and their independence is encouraged as they feed themselves and help themselves to their drinks. Children's dietary needs are known and appropriately met as the childminder provides freshly prepared foods and fresh fruit each day.

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

The childminder demonstrates an awareness of some of her responsibilities with regard to safeguarding children. She ensures children are never left unsupervised with any person who has not been vetted. Suitability checks have been completed for all adults within the home. Although the childminder has a safeguarding policy she is not aware of the requirement for a procedure outlining the use of mobile phones and cameras within her home. Therefore, parents are not aware of the childminder's process for the safe use of these devices and children are not fully safeguarded. The childminder sufficiently monitors the educational programmes to ensure that children are making suitable progress.

The childminder spends time talking with parents, gathering their views of the service they and their children receive. However, her own reflection on practice is not yet secure. This has resulted in a lack of awareness of changes in policy and practice and breaches in requirements that have been highlighted during the inspection. Consequently, children's safety and well-being is compromised. A variety of age-appropriate resources are provided that are well-maintained and easily accessible to all children.

The childminder has formed clear relationships with the local nursery. Time spent looking at the activities they provide enables her to extend activities they have undertaken at nursery are extended within her home. For example, by practising the fire evacuation procedure with the children to further support their learning about safety. This provides continuity in their learning. Daily discussions between parents and the childminder ensure parents are aware of their child's day and the activities they have enjoyed. However, the childminder does not meet requirements with regard to displaying a certificate of registration. Therefore, parents are not aware of the service she provides. This also applies to both parts of the Childcare Register. The childminder is aware of working with parents to complete the progress check for children between the ages of two-and-three years, to share with other professionals.

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 a certificate of registration is displayed (compulsory part of the Childcare Register)
- ensure a certificate of registration is displayed (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

Unique reference number	224237
Local authority	Coventry
Inspection number	876401
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	26/05/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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