

Inspection date

10/10/2014

Previous inspection date

01/05/2009

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

- The childminder plans for individual learning effectively to ensure that children are challenged to reach the next stage in their development. Children make good progress and they enjoy and get involved in a good range of play activities.
- The childminder successfully identifies and minimises risks in her home and garden. Children are safeguarded because the childminder is aware of her responsibilities to supervise them and protect them from harm.
- Children are very happy and settled in this homely and welcoming setting. They have good attachments to the childminder, who is very caring and attentive to their needs. This enables the children to explore the environment with confidence as their emotional well-being is supported.
- Partnerships with parents are strong. This enables the childminder to support children effectively and ensure good quality of information is shared to promote their learning and development successfully.

It is not yet outstanding because

- Mark making materials are not always freely accessible, so that children can independently explore and develop their early writing 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 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 planned by the childminder.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder when appropriate.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living in the home.
- The inspector obtained the views of parents through discussion and questionnaires.

Inspector

Laura Waller

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and children, aged 22 and 16 years old, in a house in the Green Lane area of Coventry. The family has a pet dog. The whole of the ground floor and bathroom facilities on the first floor are used for childminding and there is an enclosed garden for outside play. The childminder holds an early years qualification at level 3. The childminder takes children to toddler groups and walks with children to and collects children from the local school and nursery. She visits the shops and park on a regular basis. There are currently nine children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates all year round, all day from Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the range and opportunities for young children to freely experiment with mark making materials in order to further develop their early writing skills.

Inspection judgements

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

The quality of teaching is good. Children are effectively supported in their learning and development and are making good progress overall. This is because the childminder has a very good understanding of child development and implements effective teaching skills in her practice. The childminder understands the importance of gathering detailed information from parents about their child's stage of development, their interests and abilities when they first begin. She then plans a balance of adult-led and child-initiated learning experiences to meet the individual needs and interests of the children. Consequently, children are engaged and motivated in their learning. Strong observations and assessments are undertaken, providing the childminder with a clear focus on how to support each child in their next steps of learning. These are supported by photographs of children completing a wide range of activities. The childminder has a good awareness of the need to complete the progress check for children aged between two-and-three years, although has not yet completed one due to the ages of the children she cares for. She understands that this is a tool to support early intervention if required.

The childminder ensures that there is a good range of resources available to support children's play and learning. However, children do not always have opportunity to freely explore and develop their early writing skills. For example, a range of mark making

materials is not always available for children to access spontaneously in their everyday play. Children's literacy is promoted well with a good selection of books being available for them, with even very young children learning to handle books carefully and correctly. The childminder values children's individuality and an appreciation of diversity is reflected positively, in the available books, activities and resources. Young children are beginning to show curiosity about toys as they start to explore the toy boxes and their environment. The childminder follows the child's lead, for example, she responds to his interest in the interactive toy and sensitively joins in with his play. She models how to press the button to make the music start. This stimulates the child to have a go himself and to copy her actions. She praises his efforts and this encourages him to persevere until he has achieved his aim. The childminder promotes children's early communication very well. She interacts well with the younger children and intuitively recognises the meanings behind their gestures and their attempts at verbal communication. The childminder chats with children constantly about what she is doing or what is happening while she is playing with them. She uses lots of eye contact and verbal and facial expressions as they play together, this encourages younger children to vocalise and interact. These immediate and attuned responses tell children that their communications are important and effective, she also encourages children to continue to develop these skills. The childminder provides opportunities for children to engage in creative messy play. She explains that this type of play allows children to experiment while fostering the development of physical movement, thinking and problem solving skills. In addition, it also increases the opportunity for social play and the associated skills of turn taking, sharing and communication. As a consequence, children and babies are obtaining the skills, attitudes and dispositions they need to be ready for the next stage of learning, such as nursery or school.

The childminder has built up strong partnerships with parents and involves them well in their child's learning. She regularly shares future planning and children's learning records with the parents. She encourages them to share information about what their child is doing at home and the toys they like to play with. Together, parents and the childminder establish children's next steps and discuss activities that can be done to support these, both in the setting and at home. Consequently, parents and the childminder work effectively together ensuring children make best progress.

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

Children are very settled with this warm and caring childminder as she effectively promotes their emotional well-being, personal and social skills. Children are confident as a result of this caring approach and form secure attachments with her. As a result, children's emotional well-being is securely supported. Effective settling-in procedures are in place, where children come and visit before they start. This results in a smooth move for children from their home to the childminder's care and they become familiar with her as their key person. The childminder has a very calm and consistent manner when caring for children. The childminder uses praise and encouragement to support children's good behaviour and children respond positively to this. For example, they smile as they are told how well they have done, as they do a planned activity. This boosts their confidence and self-esteem. The childminder supports children to socialise with other children by attending regular

sessions at different groups and meeting with other childminders on a regular basis. As a result, children are gaining skills and social confidence, which will support them emotionally in the move to school.

Children play in a safe, clean and well-kept home. The environment promotes children's independence, as resources are stored in clearly labelled boxes, most of which are easily accessible to children. The childminder carries out detailed daily checks indoors and outside on the premises to ensure that there are no hazards for the children. She has a procedure for evacuating the premises in the event of an emergency and appropriate safety equipment is in place. These include a gate to prevent children accessing the kitchen, minimising any identified risks. The childminder has good procedures to record accidents and any medication administered. She holds a current first-aid certificate and has a well-stocked first-aid box this ensures accidents are dealt with appropriately. As a result, the well-being of children is supported successfully.

The childminder promotes children's good health and self-care through routines, regular fresh air and exercise. For example, children are able to access the well-resourced garden, have regular walks to and from school and to parks. Good hygiene procedures are followed. This means that children learn from an early age the importance of hand washing before eating. Individual hand towels are used by the children to reduce the risk of cross-infection. Young children feed themselves at meal times and independently drink from cups of water throughout the day. This promotes children's self-help skills and their good health.

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

The childminder ensures that her home is safe, secure and welcoming. She is aware of her responsibilities with regard to safeguarding children. All necessary checks have been completed for members of the household aged 16 years and over. The childminder ensures that children are never left unsupervised with a person who has not been vetted. The childminder has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had such a concern about a child in her care. This means that she knows how to help protect children from potential harm. All the required supporting policies are in place and shared with parents. These include procedures for the use of mobile telephones and cameras on the premises, in order to protect images of children. As a result, parents are aware of the responsibilities of the childminder to safeguard children. The childminder meets all the regulatory requirements, such as keeping records of children's details and holding public liability insurance.

The childminder shows a genuine commitment towards providing good quality care and education for all the children. There are effective systems in place for monitoring children's progress and the childminder demonstrates her ability to identify and address gaps in their learning. The childminder has a positive attitude towards developing her practice through attending training, reflecting on her practice and through sharing ideas

with other childminders. She actively encourages parent's feedback to support her self-evaluation processes, valuing and acting upon their thoughts and views. This benefits the children and their families as she can tailor her service to meet their needs. She has positively addressed the recommendation from her last inspection, further demonstrating her commitment to continually improve.

The childminder understands the importance of establishing links with other settings children attend, when this is applicable. She recognises the importance of sharing information about children's learning to ensure that children receive continuity and consistency in their learning and development. Feedback from parents spoken to on the day of inspection is positive. Comments on parental questionnaires support this sentiment stating she provides an 'excellent' service and they feel very happy with the care and education that the childminder provides for their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY266076
Local authority	Coventry
Inspection number	860662
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	01/05/2009
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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