

Inspection date	14/10/2014
Previous inspection date	14/02/2011

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

- Children make good progress in their learning and development and have a positive attitude to learning. This is because the childminder knows them well and provides experiences that she knows they will enjoy.
- Children are settled and happy because they follow familiar home routines. They are relaxed and comfortable in the childminder's care and this means that they form strong bonds.
- The childminder provides a wide range of toys and activities inside and outdoors which are easily accessible. As a result, children develop good self-help skills and high levels of independence.
- Secure relationships with parents and strong links with other settings support a shared approach to children's learning and ensure they receive consistent support.

It is not yet outstanding because

- Children are not always given sufficient time to respond to questions. This results in an occasional missed opportunity for children to develop their thinking 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 taking place in the lounge and dining room.
- The inspector spoke with the childminder, her co-childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of parents spoken to on the day and written feedback as recorded in questionnaires.
- 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 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works at her parent's home in Coventry, alongside her mother who is also a registered childminder. The whole of the ground floor, a bedroom on the first floor and the enclosed rear garden are used for childminding. The childminder attends a toddler group and visits the shops and park on a regular basis. She takes children to and collects children from the local schools and pre-schools. There are currently 18 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She has 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:

- strengthen questioning skills by ensuring that children are always given enough time to think, and then respond with their answers.

Inspection judgements

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

Children join in activities with enthusiasm and enjoy their time with the childminder. The childminder provides a varied range of activities according to children's interests, needs and abilities. These help children make good progress within the developmental milestones for their age. The childminder completes observations as children play and records what they can do. This information is used effectively to plan for their next steps in learning. She organises activities that take into account what children enjoy and this helps to engage them in learning. As a result, children's progress across all seven areas of learning is well matched to their individual needs. Parents provide information to the childminder about their children's development from the start of care. Children's individual learning journey records are shared with parents to keep them informed of their child's activities and the progress they make. Parents are also provided with the summary of the progress check for children aged between two and three years. This means that they can further support learning at home and identify any additional support that might be needed.

Children are happy and occupied. This is because the quality of teaching is good and the childminder knows the children in her care very well. The childminder is attentive, joining in with children's play, helping them to learn and make ongoing progress in readiness for school. Children develop good speech and language skills because they copy and repeat words that they hear the childminder say. For example, when playing with the farm they

learn to recognise and name several animals. They are regularly asked questions during their play. However, at times, the childminder does not give children enough time to think and work things out for themselves. This is because she provides them with an answer before they have time to fully consider what they have been asked. Children thoroughly enjoy singing action songs and enthusiastically join in when the childminder begins to sing. Consequently, children become confident communicators. They sit comfortably on the rug, eagerly waiting for the childminder to read their favourite stories. They choose books for themselves and enjoy sharing the experience with the childminder. Furthermore, children visit the local library to borrow additional books, which further enhances their early literacy skills.

Children readily help themselves to a wide range of toys and resources to support their play. This is because the childminder provides a well-organised environment. Children confidently move from room to room investigating the activities which effectively fosters their independence. They enjoy a wide range of experiences in the garden and outside of the home. The play house provides children with plenty of opportunities for pretend play and this enables children to use their imagination well. They make cups of tea for adults and take their babies for a walk. Magnifiers are used to examine the natural environment as they walk through the woods. Children thoroughly enjoy collecting a certain type of leave that they call helicopters. The childminder takes children to toddler sessions within the local community and they use large equipment in the park. These opportunities help to prepare children for their move to the next setting and strengthen their understanding of the world around them.

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

Children are happy in the childminder and her co-childminder's care. They welcome their interaction as they play, and they form warm, positive relationships with them and other members of her family. Cuddles are freely given to reassure children and they gather closely to listen to a story. Clearly written and verbal information is gathered from parents about their children when they first start. This means that the childminder is able to meet their immediate needs and this helps them to quickly settle. Children behave well for their age and any minor quarrels are swiftly and fairly dealt with in a calm and consistent manner. The childminder encourages good sharing and turn taking skills when playing, so that children learn to play co-operatively with their friends.

Children move independently between rooms to access different activities and spend a very good amount of time in the garden throughout the day. Children's artwork and photographs of them in activities are displayed, which provides a clear sense of belonging in the childminder's home. The childminder has positive partnerships with the local pre-school groups children attend. She speaks to children's key persons at collection time and shares relevant information to ensure their ongoing needs are met across both settings. Children develop good self-care in preparation for school. For example, they help to set the table at lunchtime and learn to take their coats off and put their shoes on.

The childminder promotes a healthy lifestyle within the home. Children spend time in the fresh air on walks in the local community and on daily school runs. The garden is enjoyed by all children and they have good opportunities to develop their physical skills with a wide range of resources. For example, children ride on wheeled toys and competently use the swing and slide. Children show they are familiar with hygiene routines. Before having a snack they find their own individual towel by looking for their photograph and their name tag. Children learn that they must wash their hands before handling food to prevent the spread of germs. The childminder's co-childminder provides children with a good range of healthy meals and snacks. All meals are freshly prepared and take into account children's dietary needs and parental preferences. Children's safety is a priority. The childminder teaches children to learn simple safety rules, such as, how to use scissors correctly, never to go off with anyone that they do not know and road safety. She explains why they must stop, look and listen at the kerb and what makes the road dangerous.

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

The childminder demonstrates a good understanding of her safeguarding policies and procedures to protect children in her care. She has updated her child protection training since her last inspection. All adults within the home and working with children have undergone suitability checks. Children are never left alone with people who are not vetted. All documentation which supports children's welfare and safety are well maintained at all times. The childminder's co-childminder takes action to minimise risks in the home and on outings to ensure children play in a safe and secure environment. Consequently, children are effectively safeguarded from harm.

The childminder attends regular training to keep her knowledge of various childcare issues up to date. She meets regular with other childminder's to share ideas and support practice. Positive steps have been taken to meet her recommendations from her last inspection and this underpins children's learning. For example, the childminder makes better links between observations and assessment and is using appropriate guidance to monitor children's progress effectively. This helps to ensure that children make good progress and that gaps in learning are identified.

Relationships with parents are positive and they are warmly welcomed into the home. A clear exchange of information takes place when they arrive to drop off or collect children. Parents speak highly of both childminders, commenting on their professionalism and caring approach. The childminder also gives parents added information through the daily diary so they are consistently aware of ongoing needs. Parents use the diaries positively to keep the childminder updated of their children's learning at home. Partnerships with other professionals and early years providers are secure. This means that children benefit from a coordinated approach to their care and development and ensures their needs are well met.

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	EY364159
Local authority	Coventry
Inspection number	863803
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	14/02/2011
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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