

<b>Inspection date</b>	17/10/2014
Previous inspection date	04/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 provides children with a wide range of age-appropriate activities that include their interests. As a result, they are making good progress in their learning and development.
- Children form strong attachments with the childminder because they have a gradual settling-in period. Consequently, they are confident, settled and keen to learn.
- The childminder has good partnerships with parents. She shares information effectively regarding children's care and learning. Consequently, they are kept well informed.
- Children are safe as they are cared for in a well-maintained, secure home. Their awareness of safety issues is successfully promoted, which helps children to learn to play safely.

### **It is not yet outstanding because**

- The childminder does not always use the role-play area as a resource to optimise children's understanding of different cultures and traditions.
- The childminder does not consistently utilise opportunities for children to further enrich their learning experiences as they explore the local community.

## 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.

## Inspection activities

- The inspector observed activities taking place in the playroom.
- The inspector spoke with the 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 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 1990 and is on the Early Years Register. She lives with her husband and adult child in a house in Coventry. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has a pet rabbit. The childminder attends a toddler group and visits the shops and park on a regular basis. There are currently three children on roll, all 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 4.30pm, Monday to Friday, except bank holidays and family holidays. She has an early years qualification at level 4.

### What the setting needs to do to improve further

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

- enhance the range of resources in the role-play area to further support children's understanding of diversity. For example, by providing traditional dressing-up costumes and cooking utensils
- strengthen children's learning experiences when undertaking outings in the local community, for example, by actively involving children in purchasing shopping and having discussions about what they see and hear on the way.

## Inspection judgements

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

The childminder has a good understanding of how children learn through their play. Her good teaching methods are based on her secure knowledge of how to promote children's learning and development. She has positive relationships with parents and gathers detailed information from them when children first start. Consequently, she has a clear picture of what children can already do. This information and her own observations of children's interests are used to plan a wide range of activities. This means that children are engaged and motivated to learn. The childminder records children's progress and identifies their next steps of learning. This helps to ensure that they are constantly supported to make good progress towards the early learning goals in readiness for school. The use of a daily diary and verbal feedback helps to ensure parents are kept up to date about their children's learning. The childminder has a clear understanding of the purpose of the progress check for children aged between two and three years and shares the summary with parents. As a result, all children are provided with the care and education that meets their specific needs. Consequently, every child reaches their full potential.

Children readily help themselves to toys and resources that are stored in the playroom.

This is because they are attractively displayed at a low level. As a result, children make choices about their play and this effectively promotes their independence. The childminder's skilful interaction supports children in becoming confident speakers. She talks to children about what they are doing as they play and extends their vocabulary. Children name vehicles that they see on jigsaws and the childminder adds additional words, such as the farmer's tractor. This supports children's ongoing language development. Children's early attempts at writing are supported through a range of play activities, such as painting, which allows them to explore the marks they make. Older children use diaries and notebooks to make appointments in their role play. This effectively encourages their early pencil control and develops their understanding that print has meaning.

Children regularly take part in art and craft activities, such as making collage pictures and models at times of celebrations. They are very creative, making diva lamps from yogurt pots and tissue paper for Diwali and designing cards for Christmas. Children are becoming aware of similarities and differences in themselves and others by looking at positive images in books and on jigsaws. However, the role-play area is not as well used as a resource to extend children's understanding of different family customs and traditions. This is because the childminder has not considered including resources, such as cooking utensils from other cultural backgrounds, to fully extend children's understanding of the wider world. Children regularly play in the garden. The childminder encourages children to practise throwing and catching balls, climbing and balancing and running around. This helps children to develop good physical skills. She takes children to visit another local childminder who cares for young children. Consequently, children to mix and socialise with others in preparation for their move on to school. Children also visit the shops and go for walks in the local community. However, the childminder does not always fully maximise these opportunities to consolidate children's learning, such as talking to them about money when purchasing shopping and discussing what they see and hear on the way.

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

Children are cared for in a homely and welcoming environment. The childminder is kind and caring and she has close relationships with the children. She spends quality time interacting, supporting and reassuring them as they settle in to her home. Detailed information from parents is gathered when the children start in the childminder's care to ensure that she can organise her day around the children's familiar routines and preferences. As a result, children feel safe and develop high levels of confidence. The childminder acts as a positive role model, promoting children's good behaviour and manners. Children learn about the possible consequences of their actions, which helps them to understand the difference between right from wrong. Consequently, children play cooperatively together and learn to take turns. The childminder makes sure that children's artwork is displayed for all to see. She gives children lots of praise for their efforts so that they are proud of their achievements. As a result, children have good self-esteem.

The childminder's home is well planned out so that children can freely move between activities and enjoy outside play in the garden. The designated playroom provides children with a broad range of resources which help them to make good progress in their learning

and development. The childminder prepares children well for their move on to school. She reads children stories about starting school so that they become familiar with the routines. Children learn useful self-care skills, such as, pouring their own drinks, opening food packages and putting their shoes on the correct feet. Furthermore, young children accompany the childminder as she escorts some children to playgroup. These experiences help children to become confident and ready for the next stage in their learning.

Parents provide meals and snacks for their own children and the childminder is able to give advice regarding healthy options. Children have discussions with the childminder about the importance of eating healthily, which effectively promotes their understanding of which types of food should be eaten in moderation. The childminder offers guidance and support to help them learn sensible hygiene routines to prevent the spread of germs. Children enjoy outdoor play, which effectively promotes their physical development and ensures that they benefit from fresh air and exercise. The childminder successfully supports children to gain an awareness and understanding of possible dangers. For example, they accompany her as she completes a safety check of the garden before they go outside. Road safety is routinely reinforced as children walk in the local community. Consequently, children learn to keep themselves safe.

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

The childminder has a clear understanding of her responsibilities to effectively safeguard children in her care. She has a good knowledge of the procedures to follow in the event of any concerns about a child and her well-written safeguarding policy is shared with parents. All adults in the household are suitably vetted and visitors to her home are monitored. Children are looked after in a secure and safe environment because the childminder gives high regard to their safety, ensuring that potential hazards are assessed and minimised. This means that children are kept safe and protected from harm.

The childminder is keen to provide good quality care and learning for children and aims to continually improve her practice. Since the last inspection she has reviewed planning to ensure that children's interests are fully included and their play is more organised. This has enabled her to more precisely assess children's learning and give parents accurate feedback about their child's achievements and next steps. The childminder is committed to continuing her professional development and attends many training courses to promote children's learning. These include taking part in the Every child a talker programme and a conference about meeting the needs of younger children. As a result, she has developed her knowledge of how to support children's communication and language skills and how to support young children's learning. The childminder demonstrates a drive for improvement and through careful monitoring and evaluation has identified areas for development. As a result, this enables her to set appropriate targets to improve learning opportunities for children.

The childminder has good working relationships with parents and they regularly share information so that children's individual needs are consistently met. Positive written feedback demonstrates parents' high regard for the childminder and the service she

offers. They comment on the good progress their children make and how they welcome the childminder's daily feedback on the activities their children take part in. Consequently, the childminder is effective in ensuring that there is a joint approach for children regarding their care, learning and development. The childminder shares information between settings when children attend more than one provision, which enables them to work together to support children's learning. The childminder understands the importance of working closely with parents and other advisory professionals to monitor, assess and to quickly identify children's additional needs. This means that children who require additional assistance or early intervention receive good support to extend their learning and to experience success.

## 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

<b>Unique reference number</b>	224050
<b>Local authority</b>	Coventry
<b>Inspection number</b>	866129
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/02/2009
<b>Telephone number</b>	

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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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