

<b>Inspection date</b>	22/10/2014
Previous inspection date	06/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		2
The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder organises a good settling-in period, in order to ensure that children feel emotionally secure. Children are settled and happy and the relationships they have with the childminder and her assistant are strong.
- The childminder gives health and safety within her home a high priority and children develop an understanding of dangers and how to keep themselves safe.
- The childminder is aware of her responsibilities to supervise children and protect them from abuse and neglect.
- The childminder ensures that the required documentation is maintained in good order.

### **It is not yet good because**

- The childminder does not consistently use her own observations and assessment or information from parents to plan for the next steps in children's learning with full impact.
- Young children do not routinely explore and experiment with a variety of different media and materials, such as, dough, paint and natural objects. Consequently, their sensory play experiences are not maximised.
- The childminder does not consistently make best use of her garden throughout the year. Opportunities for children to access outdoor activities and suitably challenging toys for them to climb and ride on are generally restricted to warm and dry weather conditions only.

## 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 as children played in ground floor play areas and outside.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector checked the childminder's qualifications and training, and evidence of suitability for all adults who live or work at her premises.

## Inspector

Jan Burnet

## Full report

### Information about the setting

The childminder was registered in 2006 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives in Coventry with her husband and two adult children. The ground floor of the childminder's house is used for childminding. An enclosed garden is used for outdoor play. The childminder works with an assistant. There are currently seven children on roll, of whom three are in the early years age group. The childminder takes children to and collects children from local schools and pre-schools. She cares for children all year round, Monday to Friday, from 7.30am to 7pm. The childminder holds an early years qualification at level 3.

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

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

- ensure that assessments of children and information obtained from parents are consistently used effectively to monitor children's learning and development and plan activities that challenge them.

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

- provide more opportunities for babies and young to explore and experiment with a range of different media through sensory exploration
- use the outdoor play space more effectively throughout the year to provide first hand learning experiences for children as they have contact with different weathers, seasons and the natural world.

## Inspection judgements

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

The childminder has a sound awareness of the Early Years Foundation Stage learning and development requirements. She records some of her observations of children's achievements and uses guidance documents to assess and record their stage of development. However, the childminder does not consistently use what she knows about children to plan with full effect for planning the next stage in their learning. She is aware of the key learning areas for babies and young children's prime areas, but her planning does not always reflect this knowledge. Some information is gathered from parents on what their child knows and can do, but planning is not consistent with regard to using what parents know about their child's development. Consequently, planning is not fully

effective in ensuring that children make as much progress as they can. The childminder supports children sufficiently so that they develop skills in readiness for nursery class and school. She is aware that parents must be provided with a progress check when their child is aged between two and three years.

Children are settled and secure in the childminder's care. Their independence is promoted satisfactorily by the childminder because they can choose and select appropriate toys. These are stored in boxes on shelving in the play area. Children's language development is supported effectively by the childminder. She chats with them and young children babble happily and occasionally say recognisable words. The childminder extends their learning because she repeats the words back to them. Children are developing well physically. The childminder provides a variety of toys that enable them to practise manipulative skills. They build with bricks, match and post shapes, and make marks with pencils and chalk. Children enjoy singing and joining in with the actions to favourite songs. The childminder opens a laptop computer and asks children to identify which songs they would like to hear from a variety of pictures. Children do so confidently, knowing, for example, that they can listen to the wheels on the bus song when they select the corresponding picture. They move to the music and enthusiastically join in along with the childminder.

Children select books to look at with the childminder and some of these support their sensory development well because they contain different textures and make different sounds. Young children investigate some interactive toys to find out what happens when they open doors and turn wheels. However, the childminder does not provide natural objects for them to explore, and access to resources, such as paint and dough, is generally at groups. Consequently, babies' and young children's sensory and exploratory play experiences are not maximised. The childminder encourages children to match and name colours while they play with brightly coloured building bricks. She counts with them as she supports their play and children repeat numbers. Their early mathematical learning is promoted when they play with stacking beakers because the childminder teaches them to identify and compare different sizes.

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

Children are happy and confident and their relationship with the childminder is good. A settling-in procedure is agreed with parents in accordance with children's different emotional needs. She takes positive steps to ensure that children are emotionally prepared for moving on to other early years settings and reception class in school. For example, children socialise with other adults and children at various groups. Strategies for managing children's behaviour include positive reinforcement, in order to address their self-confidence and self-esteem. Children's independence is promoted effectively, for example, they have easy access to ground floor toilet facilities. The childminder ensures that their good health is promoted because liquid soap and paper towels are provided in dispensers fixed at a child's height. Consequently, children are able to manage their own self-care needs. Resources are safe and meet children's learning and development needs appropriately.

The childminder creates a welcoming environment for children and their parents. Information obtained from parents enables her to address children's individual care needs well. The childminder shares information with parents about her practice with regard to safety, illness and managing accidents. Children's good health is promoted because the childminder encourages them to be physically active. Children can choose outdoor play when attending groups and the childminder also provides large physical play equipment in her garden, so that children are able to gain confidence and physical skills. However, the garden is not consistently made available to the children, particularly in autumn and winter months, and so their access to different kinds of learning experiences in various weathers is not maximised. Parents provide meals and snacks for their children and the childminder uses her knowledge of food hygiene to ensure that food is safely stored. Children's welfare is addressed successfully because the childminder ensures that the environment is safe and secure. Children learn how to keep themselves safe. They learn how to climb up and down steps with care and learn how to cross the road safely.

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

The childminder makes sure that her home is safe and secure. She is aware of her responsibilities with regard to safeguarding and supervising children. The necessary suitability checks for all family members and the childminder's assistant have been completed. The childminder never leaves children with a person who has not been vetted and she is aware of the two hour maximum amount of time in each day that the assistant may care for children unsupervised. The childminder and the assistant are aware of the signs of abuse and neglect. They have attended safeguarding training and know the Coventry Safeguarding Children Board referral procedures. Parents are provided with a clear safeguarding policy.

The childminder generally monitors the educational programmes satisfactorily to ensure that children make progress in their learning, although, planning is not fully effective. She reviews her childminding provision sufficiently in order to improve. The childminder has been caring for early years children for three months, after caring for only older children for the previous two years. In order to update her knowledge, she has accessed information and requirements and guidance documents from the Ofsted website. The childminder has requested support from local authority advisors. At the time of the last inspection, an action linked to risk assessment records was raised and this has been addressed well. The childminder has not been as successful in addressing a recommendation to find ways to encourage parents to contribute to children's progress records. In order to meet children's welfare needs, the childminder ensures that her, and her assistant's, first aid and safeguarding knowledge is kept up to date. The childminder identifies that her priority for improvement is to ensure that she is fully aware of the current Early Years Foundation Stage requirements. She would like to attend training on planning for learning. Required documentation is kept up to date in order to support children's safety and welfare.

The partnership with parents generally promotes children's needs appropriately. The

childminder is successful in obtaining information about each child's individual care needs from parents and in agreeing with them how they can work together to meet these needs. However, the sharing of information on learning is not maximised between the childminder and parents. The childminder makes sure that links with other early years providers are effective, in order to address continuity of care and learning for children. A range of written policies are provided for parents and these contain required information and appropriately reflect the childminder's practice. Resources are well maintained and meet children's needs sufficiently.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY340833
<b>Local authority</b>	Coventry
<b>Inspection number</b>	873370
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/03/2012
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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