

## Inspection date

Previous inspection date

24/10/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children's personal, social and emotional development is suitably supported. Hence, children are content and comfortable, forming positive relationships with the childminder and her family.
- The childminder supervises children appropriately and effectively assesses and minimises risks to children in her home. As a result, children can use all areas of the downstairs and the garden safely in their play.
- Children have a varied range of toys and activities inside and outdoors, which are mostly easily accessible. Consequently, children make some independent choices in their play.

### It is not yet good because

- Children do not make as much progress as they can because the childminder does not gather enough information from parents regarding their children's starting points, in order for her to fully plan for their ongoing learning.
- The childminder does not always give children time to think before answering the question herself. This means that opportunities are missed to extend children's thinking through the use of effective questioning.
- The childminder's processes for monitoring and reviewing practice lack rigour to ensure that continuous improvement is embedded in her practice.

## 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 compulsory part 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 kitchen.
- 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 looked at children's observation and assessment records, the register of attendance and children's other 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 2013 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and three children aged 11, eight and six years, in a house in Coventry. The whole of the ground floor and the enclosed rear garden are used for childminding. The family has two dogs, three cats, two snakes, a rabbit and a bearded dragon as pets. The childminder visits parks on a regular basis. She takes children to and collects children from the local schools and pre-schools. There are currently two children on roll, both 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.

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

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

- make sure that information from parents about what their children know and can do is used consistently and effectively to plan for their ongoing learning in order to help them to make the best possible progress in their learning and development.

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

- develop questioning skills to ensure that children are always given enough time to think and respond before providing them with an answer
- devise better methods to monitor and review practice, so that strengths and weaknesses are accurately identified and take into account parents and children's views.

## Inspection judgements

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

The childminder has a developing knowledge and understanding of how children learn through their play. Parents are suitably involved in their child's learning through regular conversations with the childminder. However, the childminder does not gather enough information about children's learning at home at the start of their care. This means that planning for their ongoing learning is not fully effective in helping them to make the best progress in readiness for school. The childminder has started to make her own observations of children in their play and she is beginning to identify their next stages of learning. Assessment records are available for parents to view and they can add their

comments if they wish to. Parents are kept well informed about the activities their children take part in with a daily communication book and by informal discussions at the end of the day.

The childminder provides a suitably organised environment. Most resources are stored at a low level and therefore, children can readily help themselves. Consequently, they are gaining independence and learning to make choices. Children enjoy the childminder's involvement in their play. This is because she shows an interest in what they are doing. Young children develop growing language skills and are becoming confident communicators because the childminder talks with them consistently. However, she does not always give children time to respond to her questions before offering an answer. This means that opportunities are missed to extend children's thinking. Books are attractively displayed and well used. Children choose their favourite books and make themselves comfortable on the childminder's lap, so that they can look at them together. Children enjoy listening to stories and this enhances their love of books and early literacy skills.

Children are motivated by the childminder to try things for themselves. For example, she sits on the floor with children and encourages them to put the pilot inside the helicopter. Through her guidance, children learn how to make the rotor blades turn round by pulling the cord. Consequently, they develop confidence as they play and learn new skills. Children are creative as they enjoy opportunities to paint, draw, colour, stick and use a variety of malleable materials. The childminder shows a genuine interest in what children are making and displays their artwork so that children gain a sense of pride. Children learn to count toy cars and put them in order of size. They competently use stacking beakers, putting the biggest at the bottom and smallest at the top. These activities teach children the early stages of mathematics skills, which helps to prepare them for the next stage of their learning and moving on to school.

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

Children develop warm and caring relationships with the childminder and enjoy her interaction. They show that they are comfortable and relax easily in her care. The childminder meets with parents before children start to gather sufficient information, regarding children's personal needs and home routines. Parents are encouraged to visit with their children prior to them starting so that they settle quickly and form appropriate bonds and attachments. As a result, children's emotional needs are suitably met. The childminder's home is welcoming and most toys are easily accessible for children, which supports their independence and enables them to follow their own interests.

The childminder has clear boundaries and helps children to develop good sharing behaviour. For example, they play games where turn taking is important. The childminder is a good role model, supporting children to use manners. Children's efforts and achievements are consistently praised by the childminder, raising children's self-confidence. Any incidents of inappropriate behaviour are dealt with swiftly and sensitively. Consequently, children's emotional well-being is well supported. Flexible routines incorporate trips out to offer new experiences. For example, young children are introduced

to larger group activities at local play sessions. This helps to prepare young children for the move on to pre-school.

The childminder supports children effectively to become independent in their personal self-care. Children learn good personal hygiene routines, washing their hands before mealtimes or after stroking pets. The childminder has a good understanding of health and nutrition for young children, as she provides a variety of meals, snacks and drinks. Parents have the option of providing a packed lunch for their own children. The childminder is happy to discuss appropriate food content with parents to ensure the food is healthy and nutritious. Children enjoy activities outside, which support them to develop physically and ensure that they have plenty of fresh air. They bounce on the trampoline and use ride-on toys in her garden. Outdoor activities are further pursued through regular visits to the local park, where children enjoy open spaces to explore. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, on outings she talks about crossing the road safely and shows them how to use equipment with care. This means that children develop a good understanding of how to be safe.

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

Children's welfare is suitably promoted. The childminder has a sound understanding of her responsibilities concerning child protection. She is aware of her Local Safeguarding Children Board procedures and knows whom to contact should she be concerned about a child in her care. A well-written policy is shared with parents, so that they are clear of the childminder's responsibilities in keeping children safe. Both adults in the household have had their suitability checked. As a result, children are protected from harm. The childminder carries out visual checks of the premises to identify any potential risks and she takes reasonable steps to ensure that hazards to children, both inside and outside the house, are minimised. For example, doors are kept locked, electrical sockets are protected and safety gates are used. Fire safety equipment is in place and the evacuation plan has been practiced with children, so that they are familiar with what to do.

The childminder has recently commenced childminding and is still in the early stages of developing her practice. She has a sound understanding of the welfare and learning and development requirements. This is because she enlists the help of the local authority improvement advisor to support her in implementing the Early Years Foundation Stage. The childminder is continuing to develop her systems for assessing children's learning. However, she is unable to effectively monitor children's development. This is because she does not gather enough information from parents regarding children's starting points and therefore, a full picture of their progress is not obtained. She keeps her childcare knowledge up to date by viewing reputable childcare websites. The childminder, in the main, has a reasonable understanding of areas she needs to develop. For example, she adds to resources to ensure that children have an appropriate variety of toys and activities to choose from. However, she does not yet have an effective method in place to evaluate her whole provision, using parents' feedback and children's voices to reflect on practice.

As a result, continuous improvement is not securely embedded in the service she offers.

The childminder has sound partnerships with parents. She shares information regarding children's achievements verbally, and with a daily diary. This helps to ensure that parents are kept reasonably well informed of their child's day. The childminder understands the importance of working with other agencies, should the time arise, when a child or family needs additional support. There are no children currently attending other settings. However, the childminder is clear about the benefits of sharing information between settings, so that she can effectively complement children's learning when they are in her care.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY466238
<b>Local authority</b>	Coventry
<b>Inspection number</b>	953361
<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>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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