

Inspection date	24/09/2014
Previous inspection date	24/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 quality of teaching is good and the childminder effectively promotes children's learning across all areas. There is a strong focus on promoting children's language skills and they make good progress from their starting points.
- Children form strong bonds with key persons, who effectively support them in the welcoming environment. Children are well behaved and enjoy play with a wide range of good quality, exciting resources.
- The childminder and her assistants have undertaken training in safeguarding and they have a clear understanding of the procedures to protect children in their care.
- The childminder works generally well with parents and she provides them with a wide range of information about the service she offers.

It is not yet outstanding because

- The childminder does not always encourage children to explore the good variety of sensory play resources that are made available for them.
- There are some weaknesses in communication with parents with regard to the care of children.
- The childminder does not always help children to learn about the effects of healthy eating.

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 checked evidence of the suitability and qualifications of persons working and living on the premises.
- The inspector spoke with the childminder, her assistant and the children during the inspection.
- The inspector looked at documentation, including children's files, policies and records.
- The inspector observed activities inside and outdoors.
- The inspector spoke with parents on the day and took account of the written feedback from the childminder's parent survey.

Inspector

Adeladie Griffith

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 lives with her husband, one adult child and two children aged under 16 years in the Lillington area of Leamington Spa. The childminder works with a co-childminder and she employs two assistants. The whole of the ground floor, three bedrooms on the first floor, the playroom and the rear garden are used for childminding. The family has three dogs, a cockatiel, two cats and some goldfish. The childminder attends toddler groups and she visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 26 children on roll, of these nine are in the early years age group and attend for a variety of sessions. She operates all year round, from 7am to 7pm, Monday to Friday, except for three weeks of family holiday. The childminder also offers a service on bank holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language and she provides overnight care. She is member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- encourage children to explore more resources during activities, so that they find things out for themselves
- review the communication with parents so that the daily two-way flow of information is used to clearly share information about arrangements for their children's care
- use routine activities to help children learn about the reasons for eating the healthy snacks that are frequently served.

Inspection judgements

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

The childminder provides many opportunities for children to learn in a stimulating environment. She plans enjoyable activities across all areas and this means that children have worthwhile learning experiences. There is a good balance of child-led play and adult-led activities. Children's independence is well promoted because they have opportunities to choose activities, such as painting. This means that they can express their creativity, and this is reflected in many examples of children's work that are displayed in the setting.

Children are beginning to develop early writing skills, such as making marks on paper plates. The childminder effectively plans for children's learning because she carries out frequent observations of their development. She completes an initial observation with parents when children first start so that they have a shared perception of what children can do. Also, when children return after a summer break the childminder repeats assessments. As a result, she has a fresh starting point from which to plan for their progress. Parents write positive comments on the records, such as the progress check for children between the ages of two and three years. The childminder works closely with parents to maintain children's achievements. For instance, they discuss how to promote children's language skills at home and in the setting.

The childminder consistently delivers activities with a strong focus on speaking, listening and understanding. She includes specific learning opportunities for children according to their individual needs so that each child makes good progress. She clearly understands how to support children's learning. For instance, during jelly play she skilfully introduces cards with relevant words written on them. She gently encourages children to touch conkers and cones spread out in the jelly and to name them. She competently reinforces their learning by using the cards so that they look at the letters. When she softly sounds out the letters the childminder helps children to make the appropriate links with letters and sounds. This means that she is beginning to lay the foundation for children's future learning when they eventually start school. She adeptly combines gestures with speech when she interacts with children who speak English as an additional language. Consequently, all children receive tailored support that meets their needs. The childminder's assistant uses a similar approach to that practised by the childminder. She repeatedly includes new words, such as 'bubbles' when she engages younger children in play and promotes their thinking well by asking questions. Children's sensory learning is promoted well because they explore the texture of the jelly and touch the conkers and cones that add interest to their learning experience. However, adults miss the odd opportunity to use the full range of resources and focus only on a few. As a result, children do not explore the texture of other resources so that they get a feel for them. Nevertheless, during free play children have many opportunities to move around unhindered while they select and play with resources.

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

Children are happy in the setting and they play well together and alongside others. The childminder and her assistants have a very caring approach when they engage children during activities. As a result, children respond affectionately and develop strong bonds with key persons. The children are well behaved because the adults are good role models who speak to children politely. Therefore, children copy this behaviour and they readily say 'please' and 'thank you' when they are served at mealtimes. They eat well because the childminder provides a good selection of snacks. Children choose from two snacks each day, such as fresh and dried fruit, and the childminder inventively encourages children to compare the different textures of the fruit. However, she does not always help them to learn about the reasons for eating fruit. Children drink regularly throughout the day and they show that they have a good understanding of maintaining their personal hygiene. For

instance, younger children hold hands up to the childminder and when she responds they confidently walk to the wash basin to wash their hands.

Children have fun in many ways, including when they play outside. They are challenged to mount climbing walls and they develop their large muscle skills when they crawl under the elevated platform of the playhouse. Children enjoy daily outside play in this imaginative environment, which is well resourced with equipment on which they take sensible risks under close supervision. During all activities children learn to keep themselves safe. For example, the childminder reminds them to use cutlery correctly when they eat lunch and children are learning to keep themselves safe by carefully blowing on hot food. Children are fully at ease in the setting because the childminder and her assistant know them well. Therefore, they effectively meet their emotional needs for comfort and security. They are very skilled at building relationships when children first start and they help children to settle quickly when they arrive. Children clearly learn to be confident and self-assured because they regularly attend playgroups. This means that they learn to mix with others in large groups. In turn, children develop the skills for moving on to other settings, such as school.

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

The childminder has a good understanding of her responsibility to safeguard children. The childminder and her assistants have completed training in child protection and they all have a good understanding of the safeguarding policies. They are clear about their responsibility to follow the whistle-blowing procedures if they have concerns about the children in their care. The childminder has an appropriate understanding of the importance of rigorous recruitment and induction procedures to ensure adults are suitable to work with children. The childminder has made several changes since the last inspection and the two monitoring visits undertaken by Ofsted. In particular, all persons working on the premises, including her co-childminder, have completed safeguarding training. A safeguarding board with information relating to procedures and the contact numbers of agencies is in place. The childminder and assistants have completed a paediatric first-aid course and there is an effective system for recording the attendance of children on a daily basis. All practitioners are now effectively deployed to supervise children on the premises and on the school run. Records required for the smooth running of the setting are in place, including a complaint record. The childminder has a better system to manage the organisation of the setting. She gives clear guidance to assistants to follow the procedures laid down in the risk assessments when they are on the school run. For example, she discusses the collection procedure and asks them to ensure children are effectively supervised when they walk back from school. This means that there are appropriate arrangements in place to keep children safe.

The childminder works closely with her co-minder to ensure they monitor practice in the setting. All practitioners contribute to the planning of activities but the childminder takes responsibility for the assessment of children's progress. She regularly collaborates with her co-childminder and they jointly carry out supervision of assistants. This ensures there is a

clear understanding of roles and responsibilities. For example, assistants are clear about their key-person role in supporting children's development. An assistant, who is also a qualified chef, takes responsibility for the planning and preparation of meals, and children's dietary needs are addressed effectively. Careful monitoring of the educational programmes means that all areas of learning are effectively covered and children are well supported to make consistently good progress in their learning and development.

The childminder regularly invites parents to complete questionnaires, which reflect a high level of satisfaction with the service. Parents comment positively on the flexible approach of the childminder and the supportive partnership she establishes. There is a daily two-way flow of information to ensure the childminder and parents share information about the arrangements to meet children's care needs. However, recently there was an incident relating to the collection of children from school due to a breakdown in otherwise good communication. This resulted in confusion about the collection of children from school. Regular progress records are shared and the childminder works with parents to promote children's development needs, such as their language skills. Parents receive a wide range of information, such as, meals served to children, activities undertaken and copies of policies. A regular newsletter is provided with details of events and changes in the setting. The childminder has regular contact with other agencies and obtains guidance relating to activities. Currently, some children who attend this setting also attend other early years providers. The childminder clearly understands the importance of sharing information to promote children's individual learning effectively.

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	EY342298
Local authority	Warwickshire
Inspection number	963276
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	26
Name of provider	
Date of previous inspection	24/10/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

