

**Inspection date**

13/11/2014

Previous inspection date

02/10/2008

**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 because the childminder knows them well and is skilful in guiding and shaping their learning to ensure their individual learning needs are met.
- The childminder is knowledgeable about safeguarding procedures and practices. She actively teaches children to take appropriate risks and manage their own safety. As a result, children are kept safe and are protected from harm.
- Partnerships with parents are good because the childminder ensures that they continually share information and become fully involved in their children's learning. This supports the continuity of children's learning both in the setting and at home.
- The childminder's home is spacious, bright and welcoming. Furthermore, the childminder is caring and friendly. Therefore, children are happy, settled and relaxed in her care as they confidently access resources to play and explore.

**It is not yet outstanding because**

- Children's critical thinking skills are not thoroughly promoted because the childminder does not always best support them to make the most effective use of different resources that they can combine, move and use in a variety of ways during their play.
- The childminder sometimes misses opportunities during adult-led activities to broaden children's understanding of the people and communities around them, in order to enhance their good knowledge of the world.

## 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 toured the premises and observed activities indoors and outside.
- The inspector held discussions with the childminder.
- The inspector checked evidence of suitability of all adults living on the premises.
- The inspector looked at and discussed with the childminder a range of policies, procedures, and records, including the childminder's self-evaluation form.
- The inspector took account of children's views through discussion.
- The inspector took account of parents' views from their written comments.

## Inspector

Josephine Heath

## Full report

### Information about the setting

The childminder was registered in 2001. She lives with her husband and adult daughter, who is also her co-childminder, in a house in Coventry. Most of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The family has a pet dog. The childminder is able to take and collect children from local schools and pre-schools and she works with another registered childminder. There are currently 17 children on roll, of these five are within the early years age range. Children attend for a variety of sessions from 8am until 6pm. The childminder operates four days a week, all year around, except for bank holidays and family holidays. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a 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:

- promote children's critical thinking skills further by supporting them to make the best use of different resources that they can combine, move and use in a variety of ways during their play
- maximise the opportunities during adult-led activities to broaden children's understanding of the people and communities around them and enhance their good knowledge of the world.

## Inspection judgements

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

Children make good progress across all areas of learning because the childminder promotes children's learning and development well. She has a secure knowledge of how children learn and develop as she makes good use of interactions with children to skilfully guide and shape their learning. The childminder routinely observes and assesses children during their time at the setting. She effectively uses her observations and assessments to identify children's next steps in learning to inform her planning. The childminder seeks feedback about this information from parents regularly. She also makes use of children's learning journals to exchange information with parents about their children's achievements and often shares activity ideas. The childminder supports them to continually share information and uses their thoughts and ideas to promote their children's future learning in activities. As a result, this ensures that children's learning is continued between the setting and home to build on children's learning and development.

The childminder provides a wide range of activities and resources for children to engage in. She also ensures that children benefit from a well balanced mix of child-initiated and adult-led activities. This actively stimulates and promotes their good progress. However, there are times when children are not best supported to make the most effective use of resources that can be combined, moved and used in a variety of ways during their play, in order to fully promote their critical thinking skills. Nevertheless, both spontaneous and planned activities, such as playing games, biscuit decorating and stories, stem from children's prior learning and interests, which fully enhances their overall learning. The childminder is knowledgeable about children securing the prime areas of learning, such as social, communication and physical skills. She understands this is in order to support children better for the changes ahead, such as pre-school or school. She ensures that the skills, attitudes and dispositions children need to be ready for these changes are fully embedded as children gain confidence and independence throughout.

The childminder demonstrates good quality teaching. She supports children's development well so that they individually make good progress across all areas of learning. Children are self-motivated and keen to play within the childminder's home. For example, children ask for resources they want to play with, such as board games. As a result, they are highly interested and enjoy taking turns and playing cooperatively. The childminder gently guides the activity and recognises children's individual capabilities to offer more support where it is needed. She makes use of the opportunity to build on children's individual next steps by getting them to recognise numbers, match objects and pictures and also listen to each other. Equally, the childminder facilitates children's creative skills using painting and biscuit decorating. She allows children to experiment with colours and strengthen their small muscle movements in operating tools. This, therefore, enhances and extends their exploration of media and materials and physical skills. However, the childminder sometimes misses opportunities during adult-led activities to broaden children's understanding of the people and communities around them to further enhance their already good knowledge of the world. Nevertheless, children initiate activities that do support their all-around development, such as building with construction blocks, painting with the computer tablet and using ride-along vehicles outside. The childminder participates in their play to steer their learning. She encourages them to use their counting skills, colour knowledge and social skills to take turns with each other. As a result, children enjoy a well-thought out educational programme with a variety of activities to promote all aspects of their development.

Support for children with special educational needs and/or disabilities and children who speak English as an additional language is good. The childminder's knowledge, and precise observations and assessments mean she is skilled at identifying any areas of delay. She is confident about working with external agencies and parents in order to obtain prompt support for children. As a result, she ensures children with identified needs and children who are doing less well are making good progress in relation to where they started and are enabled to catch up quickly.

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

The childminder is caring and friendly as she supports children to confidently access resources and explore. As a result, children are happy, settled and relaxed in her care. The childminder offers settling-in sessions that can be tailored to individual needs. This gives the children and their parents time to get to know her and their new surroundings. This helps to ensure that they feel comfortable within her home. The childminder realises the importance of children and parents feeling safe and secure within the setting, in order to fully participate. Parents' written comments confirm that they feel the childminder supports their children to make friends and that they have settled well in her care. The childminder takes the time to get to know the children on entry to her setting and seeks all the relevant information about each child she needs, including all medical, dietary and developmental requirements. She ensures that she puts clear procedures in place to meet these needs, which means children's good health and well-being is promoted at all times. Therefore, the childminder knows the children well, which effectively promotes their emotional well-being and reassures parents and carers.

Children are fully supported to follow good health practices from an early age. The childminder ensures children understand and help with their own self-care routines when they are ready. Children are guided and supervised in independently washing their hands after toileting and before eating. Children's intimate care needs are sensitively managed as they are promptly kept clean and dry throughout the day. The childminder offers lots of encouragement and praise to support their development in this area. She reinforces this as every time they toilet successfully she rewards and celebrates with them this achievement. A wide variety of different and healthy food choices are offered to children during meal times, which take account of their individual preferences. The childminder allows them to choose their meals and makes use of trips to the shops to better support these choices. She actively promotes healthy eating by talking to children and their parents about the benefits of eating well and she shares strategies to support children's eating habits at home. She is a good role model for eating well as during meal times she sits at the table and enjoys a meal with the children. This encourages and supports them to make their own healthy choices. The childminder ensures children get regular fresh air and exercise as she makes being outside either in the garden or out and about a part of her daily routine. Children are frequently reminded about safety, in the home and when out and about on walks. The childminder successfully supports children in learning about managing risks. For example, she involves them in talking about potential hazards of the environment, such as the road, the use of the oven or knives when cooking, and large equipment at the park and local adventure playground. The childminder enables children to make use of different equipment when taking part in cooking activities and larger physical equipment at the park so they can challenge themselves in their play. Therefore, children's understanding of keeping themselves healthy and safe is effectively promoted.

The environment is spacious, bright and welcoming. The resources are well laid out and easily accessible to the children. They are carefully matched to the needs of the children that attend and are well suited to the various ages. Subsequently, children's learning is actively promoted and their self-motivation thoroughly encouraged. Children's behaviour is consistently well managed. The childminder promotes positive behaviours within her home, such as nice manners, being kind and helpful. She makes sure she offers children plenty of opportunities to demonstrate these skills as they help tidy away and clear up after lunch. The childminder reinforces this learning by praising all their efforts and

achievements, with stickers as rewards. She effectively supports them in playing with each other, for instance in sharing, taking turns and accepting the needs of others. The childminder ensures children are socially and emotionally well prepared for the move into other settings and schools because she sensitively prepare children for these changes. The childminder supports them to build their confidence in a larger group and encourages independence during the day, such as getting them to put their own shoes and coats on in preparation for changes ahead.

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

The childminder fully understands her role in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are in place and very well thought out as the childminder prioritises children's safety while in her care. The childminder keeps her knowledge up to date with regular safeguarding training. She also completes mandatory training, such as paediatric first aid to further support children's well-being. The childminder clearly recognises the sign and symptoms of abuse and knows how to respond appropriately if she had concerns about a child's welfare. She also knows what action to take if an allegation is made against herself or members of her household. She implements a clear safeguarding policy, which includes the use of mobile phones and cameras within the setting. Written risk assessments, for both the indoor and outdoor environment and outings and trips are consistently implemented and reviewed regularly. The childminder also has procedures in place for emergency evacuation, which she routinely practices with the children. Therefore, children are cared for in a safe environment that fully promotes their good health and safety.

Self-evaluation procedures are strong and continually reviewed, which contributes to ensuring that any recommendations from previous inspections have been addressed. These include the opinions of children and parents by, for example, seeking written and verbal feedback on a regular basis. The childminder effectively monitors her educational programmes. She ensures all children are making progress by highlighting their developmental achievements from collective observations and written assessments onto a tracking sheet. This enables her to see how well they are progressing and to quickly identify any areas where there might be delay. It also enables her to see children's particular strengths. The monitoring systems enables the childminder to make effective use of her educational programmes to provide further challenge to continue to support children's good learning. The childminder is keen to continue to strengthen children's learning and development within the setting in preparation for school. She holds a relevant early years qualification at level 3 and makes good use of her skills to actively reflect on her practice and look at different ways of doing things using various supporting documentation. She works in close partnership with her co-childminder and seeks advice from her local authority improvement advisor. Therefore, the childminder demonstrates a commitment to improving the quality of her educational programmes and to enhancing children's already effective learning.

Partnerships with parents are good. Parents are well supported to fully participate in the setting and become involved in their children's learning. Feedback from parents is all

positive as they comment that they feel their children enjoy attending the setting and are making really good progress in the childminder's care. Therefore, partnerships with parents definitely contributes to children's good progress. The childminder has well-established partnerships with other professionals, such as her co-childminder, local nurseries and schools. These partnerships fully promote children's continuity of learning. Other partnerships with the nurseries and schools special educational needs coordinators and her local improvement advisor ensure that children have access to all the relevant help and support services they need to make good progress. In addition, the childminder's links with schools and with other providers mean she is well prepared for helping children when they are ready to move on to full-time education or another setting.

### **The Childcare Register**

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

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

## 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>	257569
<b>Local authority</b>	Solihull
<b>Inspection number</b>	871616
<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>	17
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/10/2008
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

