

<b>Inspection date</b>	21/11/2014
Previous inspection date	11/01/2010

<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**

- Children make good progress in their learning and development, due to the childminder's strong knowledge of their individual needs and interests. She uses this to provide interesting activities and outings, which develop children's skills and knowledge.
- Children are valued and respected as unique individuals. They feel safe and emotionally secure whilst in the childminder's care and confidently seek additional support, comfort and reassurance if required.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning.
- Children are protected well. The childminder has a secure understanding of her role and responsibility to safeguard children and implements effective practices to minimise hazards to children.

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

- The childminder does not consistently extend children's understanding of similarities and differences by providing children with opportunities to see symbols and marks that reflect different cultures.

## 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 taking place in the lounge.
- 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 parents views through written feedback.
- The inspector looked at children's observation and assessment records.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and her self-evaluation.

## Inspector

Tracey Boland

## Full report

### Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband and their two children. The whole of the ground floor, first floor bathroom and rear garden are used for childminding. The family has a small dog. The childminder attends several toddler groups and visits the park on a regular basis. There are currently four children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am until 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and holds an early years qualification at level 3.

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

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

- extend the opportunities to further develop children's understanding of similarities and differences, through the use of labels within the environment and the use of dual language books.

## Inspection judgements

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

The childminder uses her knowledge and understanding of how children learn to enable them to make good progress. This prepares them well for nursery or school. The childminder develops a thorough understanding of each child's individual needs, preferences and interests through ongoing discussion with parents. In depth observations and assessments of children's progress and development, alongside snapshot observations, enable the childminder to monitor their progress and plan an exciting range of activities to encourage their learning. The childminder effectively identifies children's next steps and plans activities to encourage their ongoing learning and development. Good communication with parents ensures parents have ample opportunity to share their child's interests at home. The childminder shares information each day about each child's progress and achievements and activities that can be extended at home, therefore effectively supporting children's learning. She is fully aware of the importance of completing the progress check for children between the ages of two and three years with parents, to share with other professionals. Children play happily in a safe, child-centred environment where their independence continually develops as they initiate their own play choosing from a variety of age appropriate toys.

Resources encourage children to gain an awareness of the diverse society in which they live. However, young children do not have opportunities to see different languages within

the environment or through the use of dual language books, in order to broaden their understanding of similarities and differences. Children's language and communication skills continually develop because the childminder encourages conversations and responds to their questions and requests. She also uses simple sign language with the children which aid the communication skills of the very young children she cares for. The childminder supports children's enjoyment of books and children enjoy time with the childminder as she reads their favourite ones to them. Children join in with the stories, for example, counting the pieces of fruit in a familiar book and identifying the animals in each picture. This helps to extend their vocabulary and compound what they already know promoting children's communication skills. Children develop good social skills as they meet with other children and known adults at local groups each week. There they enjoy music and movement sessions and access a wider variety of toys and equipment that enhances their learning further.

Children enjoy art and craft activities that encourage them to explore different textures and sensory experiences. They make marks using their hands, brushes, pens and paper, which encourages the development of coordination and dexterity, in preparation for their early writing skills. Children count in everyday situations and routines, for example, counting the pieces of fruit they have for snack and learn to use small tools safely when cutting their own fruit. The childminder encourages their understanding of full and empty as they pour water from one container to another. Younger children enjoy posting different size blocks and shapes into tubs which helps to develop their hand and eye coordination and helps to develop their problem-solving skills.

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

Children's feeling of safety develops through the gradual introduction that takes place into the childminder's home and secure. Several visits with their parents and then alone ensure they become familiar with the routine and their new environment. This also enables them to start to build relationships with other children that are cared for by the childminder. The transition from home to the childminder's house is relaxed and enjoyable as time is spent getting to know each child and parents share detailed information about their child. Children remain safe as effective steps are taken to ensure the home and garden is safe at all times. Potential risks within the home and garden are identified and minimised and the childminder remains vigilant at all times with regard to children's safety. Children learn about their own safety. For example, they are actively involved in practising the emergency evacuation procedure, so are aware of what to do in the event of a fire. Children's confidence and self-esteem continually grows through the praise and encouragement they receive. Children are encouraged to take turns and share through play. The childminder is calm and consistent with regard to behaviour and is a good role model. As a result, children's behaviour is good.

Children's dietary needs and preferences are well known and respected. The childminder provides fresh fruit and drinking water each day and parents provide packed lunches for their children. The childminder takes appropriate action to ensure that children do not access any foods that are unsuitable and works closely with parents to ensure that allergies are catered for. Children's independence is actively encouraged as they feed

themselves and drinks are freely available. Strong relationships have formed between the childminder, children and each other. Children are relaxed in her care and in the daily routine. This helps their emotional development. Good communication with parents ensures that the parents and childminder work in partnership with each other, therefore meeting their child's needs. This effectively supports the transition from home into the childminder's home and children feel safe and secure in her care.

Children's social skills are nurtured which supports their emotional needs and the transition to pre-school or school. Their health and well-being is supported very well and they have daily opportunities to benefit from fresh air and exercise. This includes walking to and from school, playing in the garden and visiting the local park. Children develop their large muscle skills as they use ride on wheeled toys to encourage their physical control and coordination. They play in a relaxed environment where they can rest and sleep as they wish to and enjoy quieter activities enabling them to replenish their energy. Children's independence is encouraged in everyday routines, such as washing their hands at appropriate times throughout the day and they are supported well to become confident when using the toilet. This effectively promotes their health and well-being. Very young children's personal care needs are sensitively met. The childminder follows appropriate nappy changing routines to ensure their comfort is maintained throughout the day.

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

The childminder fully understands her role and responsibility in protecting children in her care from abuse and neglect. She fully understands the correct procedures to follow if concerned about the welfare of a child in her care. All adults in the home hold Disclosure and Barring Service checks to ensure their suitability. A record of all visitors to the home is maintained and children are not left unsupervised with un-vetted adults. The childminder is fully aware of the children's individual needs and requirements which are effectively incorporated into the day. Required policies reflect the childminder's ethos of care and are shared with parents at the start of their child's placement. Information is also provided by the childminder regarding the procedure for parents to follow should they have any concerns about the service provided. As a result, children's health, safety and overall well-being is promoted.

Strong systems for communication between parents and the childminder are established. Parents are fully informed of their child's day, the activities they have enjoyed and their progress and achievements and daily diaries enable parents to share what their child has enjoyed at home. The childminder has good relationships with local schools and early years settings and sharing of information ensures continuity of care for children. This has a positive effect on their learning as all people involved in the children's lives are aware of their progress and share ideas about activities to enhance their learning. The childminder effectively monitors children's next steps in their learning and identifies any emerging needs or gaps in their learning through her ongoing observations and assessments of their progress. This enables her to quickly take appropriate action to seek any support and intervention that may be needed.

The childminder actively seeks the views of the parents about the service they receive. Each term parents share their views of their child's progress and development after viewing their child's learning journal. Questionnaires ask specific questions about the service provided and are used alongside the childminder's reflection of her own practice to identify particular strengths in her provision and areas for development. The childminder continually strives for improvement and accesses relevant training courses to enhance her knowledge and skills in the childcare field. Children's health and well-being is fostered at the time of minor accidents and she holds a valid first-aid certificate. Medical records are shared with parents and parental consent is obtained for any medication that is needed.

### **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>	EY396284
<b>Local authority</b>	Coventry
<b>Inspection number</b>	859784
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/01/2010
<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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