

Inspection date	28/11/2014
Previous inspection date	09/02/2009

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 are motivated to learn as the childminder successfully guides their interests and stimulates learning through play.
- Children's language and communication skills are promoted well. The childminder engages in discussion with them and supports them in building their vocabulary. They chatter to each other, effectively developing their language structures.
- Good relationships formed with parents enable information to be shared about children's welfare and learning needs. The childminder consults parents about the care provided, enabling her to take effective steps to enhance this care.
- The childminder prioritises safeguarding to ensure children's welfare is effectively supported. Good measures are taken to ensure the premises are safe and well maintained.

It is not yet outstanding because

- The childminder does not fully enhance children's understanding of diversity and the wider world, as there are fewer opportunities for them to see symbols and marks that reflect different cultures.
- Children do not have the opportunity to continue their understanding of the written word and numbers in the outdoor environment.

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 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 1996 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 two children. The whole of the ground floor, first-floor bathroom and rear garden are used for childminding. The family have a rabbits and a dog. The childminder attends several toddler groups and visits the park on a regular basis. There are currently five children on roll. Of whom, four are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, 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 opportunities for all children to develop a broader understanding of diversity and the wider world, for example, by providing symbols and marks in the play environment that reflect different cultures
- increase opportunities for children to continue their understanding of the written word and numbers within the outdoor learning environment, through the use of signs and labels.

Inspection judgements

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

Children's learning and development is continually promoted as the childminder uses her knowledge and understanding of how children learn to provide an exciting variety of activities. As a result, children make good progress in their learning. Systems for observing and assessing children are embedded in practice. The childminder uses the information to assess children's progress and plan for the next steps in their learning. Photographs reflect the fun and enjoyment children experience, and these are shared with parents. Children's progress is discussed with parents and learning journals are shared with them each term. Parents are encouraged to share their ideas with regard to the planning of activities, and information regarding their child's interests at home is incorporated. The childminder 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 if and when necessary.

Children's independence and confidence grows as they make choices with regard to their

play. Toys, books and equipment are stored at low level, enabling children to lead the direction of their play. Photographs of resources, that are available but not on view, further support children's opportunity to make choices with regard to their activity and learning. Children become confident, competent learners as they feel safe and secure in an environment, where they receive lots of praise and encouragement. The childminder is proactive in encouraging children's language and communication skills, asking questions to make children think and extend their language development. Children enjoy recalling activities, for example visiting the vets, to take the family dog and rabbit for their vaccinations, and calling into the pet shop to look at the various fish and small animals. They then reflect their experiences through role play. Children make marks as they create lists and write prescriptions for the animals in their homemade vet's surgery. They talk about the different toy animals they may have to look after which are displayed within the vet area.

Through discussions, the childminder confidently extends children's understanding of the wider world and diversity. They learn about different celebrations and enjoy playing with small-world figures that reflect people from different cultural backgrounds. However, children do not have the opportunity to maximise their understanding of similarities and differences because they do not see marks and symbols in the environment that reflect different languages. Children count in everyday situations and their understanding of mathematical concepts is encouraged through matching games and in cooking activities. They see numbers and letters in the indoor environment and displays of their work are supported with labels and signs. However, this does not extend into the outdoor environment to fully support those children who prefer outdoor activity. The childminder prepares children for new changes, such as starting school, through discussion and visits, which help make the transition as relaxed and happy as possible.

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

Children settle easily into the childminder's care. Time is spent with each child and their parents, talking about routines and becoming familiar with their new environment. This supports the transition from home to the childminder's setting, encouraging children to feel emotionally secure in her care. Children are happy and relaxed and enjoy the activities available to them, which support their emotional development. Very good bonds of attachment have been formed. Children's confidence and self-esteem are nurtured through the praise and encouragement they receive throughout the day. They understand the importance of being kind, caring and considerate towards each other, and the childminder is a good role model. Children's understanding of what is acceptable behaviour is supported through clear house rules and consistent boundaries within play. As a result, behaviour is good.

The childminder takes effective steps to develop her awareness of individual dietary needs and preferences. Parents provide packed lunches for their child, and the childminder ensures they have fresh drinks throughout the day and fresh fruit as a snack. Her understanding and provision of healthy foods is reflected through the Coventry healthy early years setting award she has received. The childminder takes appropriate action to ensure that children do not access any foods that are unsuitable, and she works closely

with parents to ensure that allergies are known and taken into account. Good communication ensures that the parents and childminder work closely in partnership, effectively meeting every child's needs.

Children's health and well-being is encouraged through accessing the fresh air and exercise they get each day. Children's physical skills continually grow as they use a variety of equipment and apparatus, where they climb, learn control and coordination and develop confidence to explore in a safe environment. Children also develop physical skills as they dig and plant on the allotment at the local children's centre. This encourages their hand-and-eye coordination, while also learning all about the natural, living world.

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

The childminder uses her knowledge of how children learn and develop to provide a service that is tailored to meet their individual needs. She has a secure understanding of her role and responsibility in protecting the children she cares for from abuse and neglect. The childminder fully understands the procedures to follow should she have a concern about any child in her care. All adults within the home have completed suitability checks to ensure they are safe to be in the proximity of children. Children are not left alone with unvetted adults. Detailed written policies and procedures reflect the service provided and are shared with parents. Policies are regularly updated to ensure they reflect current legislation and good practice. Children play in a safe, secure, child-focused environment, where potential hazards have been minimised. Therefore, they remain safe.

Partnerships with parents develop during their gradual introduction into the childminder's care. Parents share information about their child's individual needs, which is incorporated into the day, encouraging children's feeling of security and belonging. Daily communication guarantees parents are informed of their child's day, the activities they have enjoyed and their achievements. Children's progress and development is supported through the good relationships between the childminder and local schools and pre-schools. Children benefit from continuity of care as early years providers involved in their lives share information, which supports the extension of their learning. Children's emerging needs, or any gaps in their learning, are quickly identified and steps taken to access any support or intervention that may be needed. Parents' views, ideas and comments are continually sought, enabling the childminder to review the service she provides in order to improve. The childminder reflects on her own practice and is proactive in her approach to training, which has a positive impact on the service she provides.

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	224036
Local authority	Coventry
Inspection number	864309
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	0
Name of provider	
Date of previous inspection	09/02/2009
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

