

Inspection date

09/12/2014

Previous inspection date

04/06/2009

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 1

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 childminder works closely with her co-childminder in providing a wide range of hands-on learning experiences delivered through indoor and outdoor play. As a result of this successful partnership, all children are making rapid progress across all areas of learning.
- The well thought out settling-in period ensures that children confidently and enthusiastically explore their environment and participate in activities with great enjoyment.
- Children behave well and have impeccable manners, demonstrating an understanding of the set boundaries and expectations within the home. They respond positively to guidance from the childminder, as she values their individuality and praises their good behaviour.
- Very good relationships with parents and strong links with other early years settings and professionals support a shared approach to children's learning and ensure they receive consistent support.

It is not yet outstanding because

- There is scope for the childminder to further extend her own professional development as part of her drive towards excellence, so that children's learning is continually enriched through outstanding teaching.

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 playroom, lounge and dining room.
 - The inspector spoke with the childminder, co-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 views of written feedback from parents.
 - The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector checked evidence of suitability of all persons who live or work in 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 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works alongside another childminder in a residential area in Coventry. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The childminder visits the shops and park on a regular basis. She takes children to and collects children from the local schools and pre-schools. There are currently nine children on roll, eight of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- strengthen the programme of professional development to enhance the already good practice so that children's learning is enriched by outstanding teaching.

Inspection judgements

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

The childminder's practice is based on a secure knowledge and understanding of how to promote the learning and development of young children. She works closely with her co-childminder who is highly qualified and has a wealth of experience in developing educational programmes for early years children based on the seven areas of learning. Together, they ensure that they provide children with a wide range of interesting activities that provide challenge according to their capabilities. As a result, children develop secure foundations in their learning and development in readiness for attending other early years settings and school. The childminder assesses children's progress and identifies their next steps in learning to make sure that they make continuous progress. Parents are kept well-informed about the activities their children take part in. This is through good communication, a comprehensive daily diary, emails and text messages. The childminder regularly shares learning journals with parents so that they have the opportunity to add to this information and to include their children's achievements from home. This means that the childminder can use the information to maximise children's learning. In addition, the childminder's co-childminder supports her in completing the progress check for children between the ages of two and three years. Parents are provided with a summary which identifies the child's strengths, and any areas where the child's progress is less than expected. This means that additional support can be sought.

The childminder's co-childminder organises her home very well to ensure that children have access to a broad range of resources. Children confidently move between rooms and develop good independence as they initiate their own play. Teaching is effective because

the childminder joins in with the children's play and encourages all children to take part. Children are encouraged to think and answer questions. For example, when listening to a story about animals and a mythical creature, children think about the size of the various animals and which one has the longest tail. They correctly answer the mouse. The childminder skilfully introduces new vocabulary such as shadows and whiskers to extend children's speech and language development, hence they become confident communicators. Children learn how to operate simple information and communication technology resources. For example, they play a game whereby they have to programme a toy to move forwards and backwards until it lands on their chosen shape. Acquisition of such skills helps to prepare children for the next stage of their learning and moving onto school.

Children gain good early mathematical skills. The childminder teaches them how to build a train track by carefully looking at the pieces so that they work out how they fit together. Children also learn to recognise numbers and count in the indoor and outdoor environment, in order to optimise their good mathematical skills. Children go on lots of outings, for example, to the library, museums and country parks. They thoroughly enjoy the experience travelling on a bus and train to places of interest. This means that their social skills are developing well and they continue their learning through good experiences outside of the home. Children use climbing equipment in the garden and during trips to the park. They visit soft play centres and enjoy opportunities to crawl, roll and climb. Consequently, children's balance, coordination and all-round physical skills are developing well.

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

Children flourish in an exceptionally welcoming, nurturing environment. The childminder's co-childminder has a thorough settling-in process. All children are able to settle at their own pace and this helps them to quickly develop a sense of belonging. The childminder is attentive and values children's contributions. Consequently, they develop high levels of self-esteem. Children's individual needs are very well known because both childminder's work closely with parents. This promotes children's emotional well-being very well. The wide range of experiences outside of the co-childminder's home enhances their social skills extremely well and support prepares children with very good skills for their next stages in their learning, and their move onto school.

Children behave exceptional well as a result of the childminder's high expectations. She is an excellent role model, demonstrating the very best in behaviour and good manners at all times. Children show lots of confidence in their surroundings, self-selecting resources and inviting the childminder in to their play. Children develop excellent self-help skills, dressing themselves ready for outdoor play and competently using cutlery to eat their food. Both childminders are meticulous in following thorough hygiene routines that support children in learning how and why they need to wash their hands to prevent the spread of germs.

Children learn to keep themselves safe and to recognise potential dangers in the environment because high priority is given to their personal safety. For example, from a

young age children learn not to go into the kitchen unless there is an adult with them. Children are very sensible when crossing the road, as this is regularly practised when out walking. As a result, children's understanding of their own safety and well-being is promoted exceptionally well. Children thoroughly enjoy a wide range of healthy and nutritious snacks and meals provided by the childminder's co-childminder. They have fruit and fresh vegetables on a daily basis and are encouraged to make healthy choices. Children are encouraged to be active through a wide range of planned and freely chosen physical play activities. The co-childminder has a well-equipped garden that children access every day. Children relish outdoor play and they have a positive attitude towards physical activities in order to promote strong healthy bodies.

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

The childminder has a good understanding of safeguarding procedures and how to keep children safe from harm. Her co-childminder ensures that they both attend child protection training to keep their knowledge up to date. She is aware of the possible indicators of abuse and how to proceed should she be concerned about a child. The co-childminder has implemented a range of policies and procedures that are shared with parents and underpin her very good practice. This ensures that the childminder has clear guidelines to work to and is aware of her responsibility for keeping children safe from harm. The co-childminder conducts thorough risk assessments of her home to keep children safe. All members of the household or who work in the home are suitably vetted. As a result, children are cared for in a safe and secure environment.

The childminder has several years experience of caring for children and ensures her mandatory training is kept up to date. For example, she holds a current first-aid certificate and refreshes this every three years. However, development plans do not include a targeted programme for professional development, in order to continue to build on her current good practice so that children benefit from more outstanding teaching and learning experiences. The childminder demonstrates a drive to develop her practice and has made good progress with the recommendation given at her last inspection. She has grown in confidence and has a better understanding of partnership working with parents. She contributes to the co-childminder's accurate self-evaluation, identifying areas for future development. The childminder comments positively on the support and guidance she receives from her co-childminder and this significantly benefits children's learning. Parents' views are consistently sought so that any changes made reflect their views and needs.

The childminder has close working relationships with parents sharing information about the activities children take part in and the progress they make. Parents praise the childminder, commenting on the care and support she provides. They are involved in the progress check for children between the ages of two and three years. The childminder has a clear understanding of the importance of working in partnership with external agencies to ensure that there are appropriate interventions for children, who may need additional support. This means that all children are helped to reach their full potential. The

childminder has very good links with other early years providers. Consequently, she effectively complements children's learning when they are in the co-childminder's home. As a result, children receive the consistent support they need to help them to make the best possible progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY388793
Local authority	Coventry
Inspection number	859145
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	04/06/2009
Telephone number	

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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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