

Inspection date

12/12/2014

Previous inspection date

24/11/2008

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 in their learning and development and have a positive attitude to learning. This is because the childminder and her assistant have a good knowledge of how young children learn and successfully plan around their interests.
- Children are happy, settled in the childminder's home. They form secure emotional attachments with the childminder and her assistant and show high levels of confidence and independence.
- The childminder has strong relationships with parents and other early years providers. The good sharing of information enables her to promote continuity of care and learning for all children.
- Children are safeguarded because the childminder and her assistant have a secure understanding of their role and responsibility to protect children from harm. Potential hazards within the home and garden are identified and effective steps taken to minimise them. Consequently, children's safety is assured.

It is not yet outstanding because

- The outdoor area is not always used to very best effect, in order to further enhance children's learning experiences.
- Children are sometimes not able to experiment with art and craft materials and express their own ideas because activities are pre-prepared by the childminder.

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 compulsory part 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.
- The inspector spoke with the childminder, her assistant 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, evidence of suitability of household members, the register of attendance and children's records.

Inspector

Hazel White

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. She works with an assistant. The childminder lives with her two children, in a house in Coventry. There is a steep slope and several steps leading to the front door and easier access at the rear of the house. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. The family has a rabbit and a cat as pets. The childminder attends a toddler group and 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 12 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a qualified nurse and 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:

- extend the range of resources and play experiences provided for children in the outdoor environment to ensure their learning and development is fully optimised at this time
- encourage children to express their own ideas and be more creative by providing a wider range of art and craft materials so that children experiment with colour, design, texture and shape.

Inspection judgements

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

The childminder provides a wide range of activities that capture children's interest and motivate them to learn. Parents are encouraged to share information about their child when they first attend and on an ongoing basis, so that children's individual care and learning needs are successfully met. This information is effectively used to plan activities based on children's interests, age and ability. The childminder has high expectations of children and she interacts and engages with them well. Each child has a well-written learning journal that is effectively shared with parents. It includes the childminder and her assistant's own observations, examples of activities undertaken and photographs of children at play. Parents are encouraged to comment on their child's progress so that they can continue their learning at home. Formal assessments of children's development, which incorporate the progress check for children between the ages of two and three years are completed and shared with parents. Parents are provided with a summary to identify any

additional support that might be needed so that all children reach their full potential and make good progress in readiness for school.

The childminder's home is well organised and resources are mostly displayed in low storage units so that children can instigate their own play. Children confidentially sort through boxes of toys until they find what they are looking for. This effectively promotes their independence. The childminder uses good teaching techniques to successfully promote children's early communication, language and literacy skills. For example, she reads them verses that are in the Christmas cards, pointing to each word so that they understand that print has meaning. Children's vocabulary is extended as the childminder encourages children to sound out the letters and relate them to their own name. They learn that the bird on the card is called a robin and one child knows that the word starts with the same letter as their name. Consequently, children's speech and literacy skills are developing very well.

Children thoroughly enjoy sticking self-adhesive shapes onto pre-designed Christmas cards and using crayons to colour in Christmas trees that are prepared by the childminder. However, children do not always have the opportunity to express their own ideas and to experiment with different media to fully extend their creativity. Children have good access to musical instruments and thoroughly enjoy singing sessions with the childminder. They confidentially switch the microphone on before singing their songs, and dance and move in time to the music. Children develop their physical skills well. They go out in all weathers and they enjoy going on walks around the local community. The childminder's garden provides children with ample space to run climb and play ball games together. It is used in all weathers so children experience regular fresh air and exercise. However, the outdoor area is not always used to very best effect, in order to further enhance children's learning experiences in other areas.

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

Children enjoy a warm and close relationship with the childminder, her family and her assistant. The childminder spends time getting to know children and their families well through the completion of an All about me document and flexible settling-in sessions. The childminder and her assistant are kind, caring and sensitive to the children's individual needs. Children clearly enjoy their company and they confidently approach both for cuddles, support and reassurance. As a result, children's move between home and the childminder's home is supported and their emotional well-being is fully met. The childminder provides comfortable areas for children to rest and sleep and constantly observes them to make sure they remain safe. Older children snuggle up with a blanket on the sofa bed. Children's behaviour shows that they feel safe. They are responsive to praise and encouragement from the childminder and her assistant, which boosts their confidence and self-esteem.

Children move confidently between activities, making choices and handling resources

independently. They acquire good self-help skills, which are important in preparing children for their later move to nursery and school. For example, they learn to independently wash their hands before eating and to put their shoes on the correct feet. Children are emotionally well prepared for their move on to school. For instance, young children are introduced to larger group activities at local play sessions. In addition, they accompany the childminder's assistant when she takes children to and collects children from local schools and pre-school groups. Children manage their own personal needs well, according to their age and stage of development. For example, young children learn to wipe their nose and to put the used tissue into the bin. Older children independently using the toilet and understand the importance of washing their hands afterwards.

Children have good opportunities to learn about healthy lifestyles. The childminder prepares home-made nutritious meals for the children and she follows good food hygiene routines. Children have access to drinking water throughout the day. The childminder is a qualified nurse and has a wealth of knowledge with regard to managing allergies and medical conditions. She has a good understanding of the new legislation regarding allergens and has reviewed the menu to ensure that the food she provides take into account any special dietary requirements. This helps to ensure children's welfare needs are fully met. Outdoor play features highly in the children's day, which effectively promotes children's physical development. They enjoy being active, using climbing equipment in the park and exploring the outside environment. This gives a clear message to children that being active is important to their health and well-being. The childminder encourages children to take some risks in their play. For example, they learn how to manage steps and when outdoors, how to carefully manoeuvre wheeled toys to avoid collisions. This helps children to think about and develop a clear understanding of their own safety.

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

The childminder and her assistant have a secure understanding of how to protect children in their care. They are both well aware of the local safeguarding procedures and they know whom to call if they need to raise a child protection concern. Both have attended training to update their safeguarding knowledge. All adults who live in, or work in the household have undertaken suitability checks to ensure that children's safety is promoted. A well-written policy is shared with parents so that they are clear of the childminder's responsibilities in keeping children safe from harm. Areas used by children are well organised and enable them to move around safely. The childminder conducts comprehensive risk assessments and daily visual checks to identify any potential risks. Consequently, hazards to children, both inside and outside the house, are minimised. Children are supervised well as the childminder ensures they are in sight or hearing at all times. The childminder and her assistant both hold a current paediatric first-aid certificate. This means that they are confident of the action to take in the event of an accident or minor injury. Documentation is very well organised and maintained to a high standard, which supports the safe and efficient management of the setting.

The childminder is committed to continuing her professional development. She and her assistant have attended relevant training courses in order to support children's learning. They regular meet to share ideas and initiatives that will enhance practice. The childminder makes very good use of the Ofsted and other early years websites to keep her knowledge up to date. She uses her broad knowledge of the Early Years Foundation Stage to plan activities that are fun and keep children keen and interested in their learning. Children are regularly observed during their play so that the childminder is fully aware of their current stage of development. Consequently, children's progress is closely monitored to ensure any gaps are quickly identified. This means all children are supported in reaching their full potential. The childminder uses a self-evaluation process to monitor and evaluate her practice. She has clear aims for improvement of the setting. The views of her assistant, parents and children are sought and these are used to further assist her in identifying areas for future improvement.

The childminder's positive relationships with parents are an important factor in her successfully meeting children's needs and promoting their learning and well-being. Parents appreciate the high quality of her provision and how much she promotes children's enjoyment and good progress. They welcome the variety of ways in which communication is conducted, such as verbally, via text and email. This helps to ensure information sharing is effective. The childminder recognises the importance of building close links with other early years settings. The good information sharing consistently supports children's learning and helps them to make the best possible progress. The childminder completes the progress check for children between the ages of two and three years, which is shared with other health professionals. As a result, all children are supported to reach their full potential.

The Childcare Register

The requirements for the compulsory 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	EY368926
Local authority	Coventry
Inspection number	857923
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	24/11/2008
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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