

Inspection date

12 March 2015

Previous inspection date

14 August 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not consistently use her observations and assessment or information from parents to plan for the next steps in children's learning. Consequently, this influences the progress that children are able to make.
- Young children's language development is not consistently supported with maximum effect by the childminder.
- Children do not investigate and mix a variety of different creative play materials in order to explore their senses.

It has the following strengths

- The childminder addresses health and safety well within her home. She is aware of her responsibilities to supervise children and protect them from abuse and neglect.
- Children's emerging independence is supported well by the childminder.
- The childminder builds strong relationships with children and, in the main, with parents. Children are happy and settled in her care.
- The childminder works well with parents in order to address children's different care needs.
- Children's manipulative skills are developing well because the childminder provides toys that challenge them appropriately.
- The childminder ensures that required documentation is kept up to date.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that observations and assessment, and information from parents, consistently results in planning for children's learning, that identifies activities and support that will help children to reach the next stage in their development.

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

- extend young children's communication and language development, for example, by repeating back to them the words that they are beginning to say
- increase opportunities for children to explore their senses by providing a wider range of media and materials.

Inspection activities

- The inspector observed activities as children played in the ground floor play area.
- The inspector checked evidence of the childminder's training, and the suitability of all adults.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures, and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children make satisfactory progress and they are sufficiently prepared for school. However, the progress that children make is not maximised. The childminder does not consistently use what she knows, or what parents tell her, to plan effectively for children's learning so that they make best progress. The childminder offers children some resources to explore, such as dough and paint. However, she has discovered that young children do not like touching 'wet' resources, and she has not considered providing alternatives for them to explore their senses. Consequently, children do not investigate resources, such as different fabrics, sand, and natural everyday objects. Young children babble while they play and the childminder asks them to repeat what she says. However, the development of young children's speaking skills is not fully supported by the childminder. This is because teaching is inconsistent in quality. For example, she does not routinely repeat the words that toddlers are beginning to say spontaneously while they play. The childminder provides building bricks and jigsaw puzzles so that children can practise their manipulative skills. Children make marks with crayons and chalks, and the childminder supports them so that they begin to grip writing materials with their thumb and two fingers.

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

Children's relationships with the childminder are good. In order to ensure their emotional security, a settling-in procedure is agreed with parents. Information obtained from parents enables the childminder to address children's individual care needs well. She takes positive steps to ensure that children are socially and emotionally prepared for moving on to other early years settings and Reception class in school. For example, children socialise with other adults and children at various groups. They are physically active in the childminder's garden where there are some opportunities for climbing, sliding and playing on wheeled toys. Children also gain confidence and skills when they use equipment at the park. They make choices and independently select resources for themselves. Toys are stored in boxes that are easily accessible and are labelled with words and pictures. The childminder boosts children's self-esteem by praising their efforts and achievements.

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

The childminder makes sure that her home is safe and secure, and she is aware of her responsibilities with regard to safeguarding and supervising children. The necessary suitability checks for family members have been completed. Children's good health and safety is addressed well, and the childminder ensures that her first-aid and food hygiene knowledge is kept up to date. She accesses local safeguarding information online to ensure that correct referral procedures are understood. The childminder generally monitors the educational programmes satisfactorily to ensure that children make some progress in their learning, but teaching and planning are not fully effective. She reviews her childminding provision sufficiently in order to improve and a current priority is to increase resources for outdoor learning.

Setting details

Unique reference number	EY310082
Local authority	Coventry
Inspection number	856664
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	14 August 2009
Telephone number	

The childminder was registered in 2006 and lives in Coventry. The childminder holds an early years qualification at level 3. She operates all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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