

Inspection date

13 April 2015

Previous inspection date

1 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children have access to a range of high-quality resources, which enables them to engage in purposeful and focused play. As a result, they are eager to participate in all activities and show high levels of concentration throughout their learning.
- The childminder skilfully supports children's language development by speaking clearly and slowly. She responds to what the children do and say, for example, she introduces new words and repeats words back to them.
- Support for children's well-being is outstanding. Children have excellent attachments to the childminder, who is very caring and attentive to their needs. This has a significant impact on children's confidence, growing independence and motivation to learn.
- The childminder has a consistent approach to children's behaviour and her use of positive praise raises children's self-esteem and sense of belonging. She ensures that activities are fully inclusive and support the needs of all children.
- Children are very safe in the setting. The childminder demonstrates a good understanding of how to keep children safe. In addition, she reviews risks in the environment regularly in order to maintain a safe and secure environment.
- The childminder works in partnership with local schools, nurseries and other professionals. This ensures consistency in children's care and learning.
- The childminder makes excellent use of the local environment to extend and complement children's learning. They attend groups, which support developing their social skills, and learn about the world around them by going to the nearby library, shops, parks, museum and farm.

It is not yet outstanding because:

- Information about children's next steps is not always shared effectively with all parents, so they can extend further their children's learning at home.

What the setting needs to do to improve further

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

- broaden the information given to parents about what their children need to do next in their learning, so that they can continue that learning at home.

Inspection activities

- The inspector viewed all parts of the childminder's home used for childminding.
- The inspector observed activities and routines in the indoor and outdoor areas. Also, the inspector spoke with the childminder and children at appropriate times.
- The inspector sampled a range of policies and procedures, including safeguarding, and discussed risk assessments and the childminder's self-evaluation processes and plans for improvement.
- The inspector looked at children's learning journal records, the systems for the monitoring of children's progress, as well as children's records.
- The inspector took account of the views of parents through their written comments.
- The inspector checked evidence of training completed by the childminder and her assistant. The inspector also checked evidence of the childminder's suitability and her assistant, as well as other adults living in the household.

Inspector

Laura Waller

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of the childminder's teaching is good. She provides challenging experiences that stimulate and meet children's individual needs well. Consequently, they make good progress in all areas of learning, in relation to their starting points and capabilities. The childminder uses every opportunity to extend and support children's learning through activities. For example, she provides talk buttons, to support children to recognise and listen to different letter sounds. She then encourages them to sort out and match the letters that correspond to the words on their pictures; this successfully promotes children's developing literacy and language skills. Furthermore, she introduces children to different mathematical concepts, such as, identifying colours, different sizes and numbers. As a result, children are extremely well prepared for school and are acquiring excellent skills which support their future learning.

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

The childminder has an outstanding approach to supporting children's emotional well-being. She also ensures children feel comfortable and very welcome in her home. She offers flexible settling-in sessions and forms excellent working relationships with parents, and so has an extremely good understanding of children's individual care needs and routines. Consequently, children form very strong attachments with the childminder. Children's individual health needs, in particular specific dietary requirements are well known and met. The childminder provides healthy snacks and children develop very good physical skills as they enjoy regular time in the garden, which supports a healthy lifestyle. The childminder teaches all children about how to keep safe. For example, young children are reminded to take care when climbing the steps of the slide in the garden, and older children are taught how to safely use knives to cut up their food. Consequently, children from a young age show increasingly high levels of safety awareness.

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

The childminder has appropriate training and experience and uses her knowledge to good effect in delivering the requirements of the Early Years Foundation Stage. She talks confidently about the procedures she would follow, should she have a concern about the welfare of a child in her care. Effective systems are in place to monitor her assistant's knowledge and training needs. This ensures her assistant is equally knowledgeable about safeguarding and promoting children's welfare. The childminder is committed to promoting good-quality provision for children and their parents. She takes into account their views when evaluating her provision and has clear plans for improvement. The childminder maintains a good overview of the activities and experiences she provides, to ensure they cover all areas of learning. She carefully monitors the good progress children are making to identify any strengths or gaps, and shares this with parents. However, she does not always share her plans for children's next steps, to enable parents to contribute even more effectively to their children's learning at home.

Setting details

Unique reference number	260678
Local authority	Coventry
Inspection number	867184
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	5
Name of provider	
Date of previous inspection	1 May 2009
Telephone number	

The childminder was registered in 2001. She lives in the Coventry. She is registered to work with an assistant. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

