

Childminder Report

Inspection date

21 May 2015

Previous inspection date

8 June 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		Good	2
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

- Teaching is good because the childminder understands how to promote each child's learning and she has high expectations for their achievements. This results in children making good progress given their unique starting points and capabilities.
- The childminder has a calm and consistent approach to managing children's behaviour. She provides consistent routines and boundaries. As a result, children behave well, share, take turns and show respect towards others.
- The childminder listens to what children have to say, responding to them in an appropriate way. As a result, children's communication and language is well supported as she introduces new words through discussion.
- The childminder makes good use of the local environment to extend and complement children's learning. They attend groups, which support their developing social skills, and learn about the world around them by going to the nearby library, shops, parks, museum and farm.
- Parents are kept well informed about the activities that their children participate in. This ensures children's progress and development is consistently shared and parents are supported to help continue their children's learning at home.
- The childminder is keen to develop her service. She acts on advice and attends a lot of training to enhance her knowledge even further. Her plans for improvement are well targeted to strengthen her practice.

It is not yet outstanding because:

- The organisation of toys and equipment means that children are not always able to see what is available to them. This results in missed opportunities for children to develop independence and make decisions about what they want to play with.
- Opportunities for children to practise and challenge their developing physical skills are not fully maximised in the outdoor area.

What the setting needs to do to improve further

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

- improve opportunities for children to make independent choices in their play by making them more aware about what toys are available for them
- enhance the already good outdoor learning environment, for children to practise and develop their physical skills. For example, by providing equipment and resources that are challenging and can be used in a variety of ways to support their physical skills.

Inspection activities

- The inspector observed the childminder engage in a variety of learning experiences with the children in the indoor and outdoor areas.
- The inspector spoke with the childminder and children at appropriate times.
- The inspector looked at children's learning journal records, the systems for the monitoring of children's progress, a selection of policies and procedures and children's records.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.
- The inspector checked evidence of training completed by the childminder, her suitability and the suitability of 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 childminder is qualified to level 3 and updates her knowledge and practice through further training. Consequently, she has a very good knowledge of child development and how to support children's learning through play. She carefully observes children to find out what they can do and the things that interest them. As a result, she plans activities that will capture their attention and promote their learning. For instance, young children's fascinations with emptying boxes and containers is extended through a sensory activity with dried pasta shapes and a range of different sized bowls and spoons. The childminder successfully promotes children's communication and language as they play. She role models new words and introduces mathematical concepts such as 'big' and 'little', as the children fill and empty the bowls with pasta. The childminder praises the children as they attempt to repeat the words back and they show obvious pleasure and delight as she joins in their play. This supports them to be eager and motivated to learn. Consequently, they are gaining the skills they need to prepare them for moving on to school and nursery.

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

The childminder provides a safe and welcoming environment. She spends time getting to know children and their families well and offers flexible settling-in sessions. Therefore, children settle quickly and feel confident and secure. The childminder has a range of suitable resources that support children's learning. However, many toys are stored out of reach or sight of children, which limits their opportunity to make choices about what they want to play with and further develop their independence. Children are physically active and play outdoors on a daily basis. This successfully promotes their sense of well-being and encourages their good health. Furthermore, they grow vegetables and plants in their allotment which helps to develop their knowledge of the world. The childminder supports children's physical development and uses the outdoor environment well, particularly when children are walking to and from school. However, opportunities for children to extend their physical skills even further, by using the outdoor space within her own garden, are not fully maximised.

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

The childminder has a good understanding of the Early Years Foundation Stage and understands her responsibility for safeguarding children. She is confident in her awareness of child protection and the steps to take if she has a concern about a child. The childminder strives to provide good quality care for children. She is reflective and continually evaluates her practice, seeking the views of parents and children. Parents are well informed about the service and their comments about this are very positive. Accurate assessments of children's progress and next steps in learning are regularly shared with parents, together with ideas for parents to support continued learning at home. Partnerships with other settings children attend are equally as strong. This collaborative approach in children's individual care and learning ensures good progress is made.

Setting details

Unique reference number	EY248437
Local authority	Coventry
Inspection number	860289
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	8 June 2009
Telephone number	

The childminder was registered in 2003. She lives in Coventry. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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

