

Inspection date	20/03/2013
Previous inspection date	19/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder shows a good knowledge of each child's learning needs and stage of development and provides a wide range of exciting and stimulating experiences that interest and engage children. As a result, children make good progress.
- Children are happy and content and have established good relationships with the childminder. They benefit from the kind and caring way the childminder supports them and the individual attention which helps them to feel secure.
- Children move freely around the welcoming home where space is organised effectively, creating a child-friendly environment. The childminder carries out regular checks on her home to enable the children to play, eat and rest in safety and comfort.
- The childminder has developed positive partnerships with the parents and other early years providers. Information is regularly shared to ensure continuity of care and learning between home, other settings and the childminding environment.

It is not yet outstanding because

- There is scope to improve the range of resources that encourage babies and young children to use all of their senses.
- Opportunities to incorporate parent's views are not fully exploited. There is room to further develop the self-evaluation to better involve parents in helping to identify strengths and areas for improvement.

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 spoke with the childminder throughout the inspection and interacted with the children.
- The inspector conducted a tour of the premises and viewed the equipment and resources available for the children.
- The inspector observed children during their play.
- The inspector looked at policies, procedures and children's learning records and other documentation.

Inspector

Karen Cooper

Full Report

Information about the setting

The childminder registered in 1990 and is on the Early Years register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in Atherston, Warwickshire. The whole of the ground floor of the property is used for childminding. There is fully enclosed garden available for play. The childminder visits the shops and park on regular basis. She is able to collect children from the local schools and pre-schools. There are currently eight children on roll, of these one is within the early years group. All of the children attend on a part-time basis. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- enrich children's opportunities for investigations of their senses, for example, by providing a range of everyday objects for babies and young children to explore and investigate, such as treasure baskets
- enhance self-evaluation to better incorporate the views of parent in order to monitor and evaluate the well-focused improvement plans.

Inspection judgements

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

The childminder plans and provides a good range of activities and experiences to enable children to make good progress. These are based on children's individual interests and are aimed to support them in their overall learning and development. She demonstrates a good knowledge of how children learn and develop and recognises that all children are individual and develop at different stages. The childminder regularly observes children as they play and records what they can do and what they need to learn next. She demonstrates that she knows the children well and frequently exchanges information with others involved in children's care and education. She shares her observations of children with parents and discusses ways of supporting and extending children's learning at home and in the setting. This helps to ensure any areas of concern are promptly addressed so that every child is assisted to meet their full potential, and prepares them for future learning. As a consequence, the childminder has a clear understanding of children's individual starting points and progress. Children's individual learning journey records are attractively presented with photographs and written observations and 'Wow' moments. The childminder regularly shares these with parents to ensure that they are fully involved

in their child's ongoing learning and development.

The childminder gives high priority to supporting children's communication and language skills. For example, she constantly talks to the children and encourages younger children to repeat words and sounds. As a result, they develop their vocabulary and enjoy the individual attention. Children have access to plenty of books and particularly enjoy looking at animal pictures. Younger children attempt to roar like a lion and enjoy sharing the experience with the childminder. The childminder asks the children questions to make them think and introduces new words, such as 'scratchy' and 'rough'. She ensures that she has eye contact with the younger children and waits for them to react. For example, when the children point to the pictures in the book she tells them what it is. This helps to extend their understanding.

Younger children enjoy playing finding games and eagerly respond to directions from the childminder to find various facial features. They show their delight and excitement as they join in action songs and number rhymes and relish the attention from the childminder. This interaction encourages children to feel relaxed and settled and enables them to make good progress in their personal, social and emotional development. Good opportunities are provided for children to develop their understanding how things work. For example, they use musical toys, programmable and electronic resources, and enjoy pushing cars and trucks around the available space. Children regularly join in a variety of creative activities, such as knitting, crochet and baking. Younger children mostly enjoy making marks with paint, chalks and crayons.

Children enjoy playing with recycled household items, such as plastic containers and bottles. However, there is room to improve the range of resources for babies and younger children to explore their sense of smell, touch and hearing. Children develop their physical skills as they use a range of resources indoors and outside in the garden, such as push-a-longs, bikes and a ball pool. Children are helped to consider and value each other's backgrounds. Their understanding of diversity is promoted through the range of resources and planned activities which portray positive images of diversity and acknowledge cultural differences.

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

Children are cared for in a welcoming home where space is well-organised, creating a child-friendly environment. They move around freely and make choices about their play which promotes their confidence and independence. Children feel emotionally secure in the care of the childminder as a result of the support and affection she gives them. She sits with them as they play and shows a genuine interest in what they are doing. She is attentive towards their needs and recognises when children are tired and in need of rest, and provides a secure, soothing routine to help them to settle.

The childminder has high expectations of children's behaviour and manages this in a way that is appropriate to each child's age and stage of development. She provides clear guidance to children about what is acceptable behaviour. She encourages children to

respect each other, use good manners, to share and to take turns. She frequently praises and encourages children. This helps promote children's self-esteem. The childminder requests parents to complete an 'All about me' form from the onset which includes useful information about their children's care routines. This enables her to meet children's individual needs and ensures the transition from home to the childminder's setting is as smooth as possible for the children.

Children learn about fire safety and know the procedure for evacuation in an emergency which the childminder practises with them. The childminder teaches children to cross the road safely when on outings. She explains to them to stop at the kerb and to look and listen for oncoming traffic. Through effective daily routines, such as hand washing, children learn about good hygiene practices. Children learn about eating healthy and the childminder talks to them about food that is good for them and food that is not so good. They are provided with a variety of nutritious snacks and any food provided by parents for younger children is stored appropriately to ensure their well-being is protected. The childminder is aware of each child's individual dietary needs and ensures these are met. Children benefit from a range of activities outside the setting. They go for walks around the local community, to the park to feed the ducks and visit the library. Overall, these opportunities help develop children's social skills in preparation for later transitions to nursery and school.

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

The childminder has good awareness of the procedures to follow should she have concerns about a child, and knows when and from whom to seek advice. There is a written child protection policy in place which is shared with parents. Premises are safe because the childminder has effective procedures in place to identify and prevent potential hazards. All areas used by the children are checked and risk assessed before children arrive. This ensures children's safety is fully assured.

The childminder displays a good understanding of the welfare and learning requirements and is clear about her role in the delivery of the Statutory Framework for the Early Years Foundation Stage. She is an experienced childminder and has cared for most of the older children that she is currently caring for since they were babies. She is totally committed to providing the best possible care and education for the children and as result, children benefit from the childminder's enthusiasm and desire for improvement. The childminder is constantly reflecting on practice and has clear plans in place to develop her service. For example, she has booked to attend further training including safeguarding and food hygiene to ensure her knowledge is updated. Furthermore, the childminder routinely evaluates the experiences she provides and talks to children about what they enjoy and would like to do in the future. However, there is scope to develop self-evaluation to better incorporate parent's views in helping to further identify strengths and areas for improvement.

The childminder has established good relationships with parents in order to support children's care and education which ensures their needs are met. An effective two-way

flow of information keeps them informed of their child's progress and development. This ensures a strong link between home and the childminder is maintained. Policies and procedures are frequently reviewed and children's personal records are stored appropriately to ensure confidentiality is maintained. The childminder recognises the importance of smooth transition arrangements for the children's next phase in their learning by establishing links with other providers, local nursery and schools.

The Childcare Register

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

The requirements for the voluntary 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	201011
Local authority	Warwickshire
Inspection number	889406
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	19/01/2010
Telephone number	

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

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.

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.ofsted.gov.uk

© Crown copyright 2012

