

Inspection date	22/10/2014
Previous inspection date	14/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 are cared for by a dedicated, experienced and caring childminder who builds strong relationships with them. Therefore, they are happy and settled, which ensures that their emotional needs are well met.
- The childminder has a secure understanding of the safeguarding and welfare requirements, which are effectively met. She understands her role and responsibility to ensure children are supervised, kept safe and well protected.
- The childminder communicates well with parents and so has a thorough understanding of each child as an individual.
- The childminder pays close attention to assessing children and understanding their interests. This enables her to plan activities that interest them and they are motivated and positive about their play and learning.
- The childminder continuously evaluates her work. She keeps up to date with training and has a good knowledge of safeguarding issues. As a result, she promotes children's welfare and they play safely in a well-organised environment.

It is not yet outstanding because

- Children are not able to optimise their independence and learning indoors because the playroom is not fully operational as a highly stimulating environment.
- The childminder does not always maximise opportunities to extend children's mathematical development by introducing simple problem-solving activities.

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 looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector spoke to the childminder, her assistant and the children at appropriate times throughout the inspection.
- The inspector made observations of children while they were engaged in activities in the sitting room and kitchen diner.
- The inspector conducted a joint observation with the childminder.

Inspector

Jennifer Turner

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband, who works with her as an assistant, and adult child in Water Orton, Warwickshire. The whole of the house is used for childminding and there is an enclosed garden for outside play. The family has four dogs and one cockatiel as pets. The childminder walks to local schools to take and collect children and attends the local toddler group. There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She operates all year round from 8am to 5.30pm Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 4 and is 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:

- arrange the indoor environment to maximise children's learning and independence
- extend children's mathematical skills, for example, by providing more opportunities for them to solve simple number problems during their play.

Inspection judgements

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

Children play happily in a welcoming and caring environment where the childminder and her assistant clearly enjoy their roles. The childminder is enthusiastic and demonstrates a good knowledge and understanding of the learning and development requirements. She uses initial observations and information gathered from parents in the 'all about me' profile, to identify children's starting points. This helps her to effectively support children's individual learning and development and find out their interests. The childminder then uses this, along with her regular observations of children, to help her provide challenging and age-appropriate daily activities. She skilfully uses information to plan a wide range of activities that offer some challenge to move children on in their learning. This is particularly effective in meeting the needs of the youngest children and those with speech and language delay, because the childminder places stronger emphasis on supporting them in the prime areas of learning. In particular, children's communication and language development is effectively promoted. The childminder pays good attention to the use of repetition and talks clearly to children about the things they say and do, in addition to the use of signing. She organises planned activities in the local community to support

children's development further, such as weekly visits to a toddler group and rhythm and rhyme session, where they learn key skills to share and take turns. They go on regular local walks and outings, such as visits to various farms, woodland areas, parks and the library. This supports children's physical well-being, promotes their understanding of the local community and helps to prepare them emotionally and socially for their future move to school. The childminder provides a broad range of age- and stage-appropriate resources, which are stored in the playroom. However, the playroom is not operational, therefore children are not fully able to initiate their own play experiences. As a result, their independence skills are not fully optimised.

Children develop their creative skills as they enjoy painting and colouring activities. They make a range of marks, supporting them in developing writing skills. The childminder encourages children to share and take turns with the resources, which helps them consider the needs of others, form strong friendships and play in harmony. Together children and the childminder find matching pieces to complete a floor jigsaw puzzle. The activities also include those that she knows the children enjoy, such as the large building bricks and connecting blocks. Children spend a long time playing with the bricks. They build towers and a range of objects and place bricks on the floor to walk across, showing their balancing skills. Therefore, children are enthusiastic and motivated and make consistently good progress in all areas of learning by developing the key skills required for their next stage of learning. Children build different sized towers and buildings, and the childminder supports their mathematical development by encouraging them to count and find out which is the 'tallest', 'shortest' or 'longest'. However, she does not fully optimise learning opportunities by introducing simple number problem activities to further support children's mathematical development. The childminder makes time to discuss the children's day with their parents and regularly shares information about children's learning effectively following regular assessments. Parents share their children's achievements and interests from home, as the childminder provides them with regular daily feedback and written notes in the daily diary. As a result, children benefit from a consistent approach to their learning and development, as she incorporates parents' ideas and suggestions into future planning. Regular progress checks are in place for all children, and the childminder understands the importance of tracking children's development in order to support them to reach their potential. The childminder has an effective system in place for completing and sharing the progress check for children between the ages of two and three years with parents.

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

Children are very settled with this warm and caring childminder and her assistant, as they effectively promote their emotional well-being, personal and social skills. Children are confident as a result of this caring approach and form secure bonds and attachments with them. Children establish good friendships with other children attending because the childminder sensitively supports them to learn to share and play well together. Children's behaviour is exceptional for their age. A young child gives a toy to another child and tells him, 'It's your turn' and together they play harmoniously. Settling-in procedures are effective, which ensures children are well supported in their move from home into the setting as they feel comfortable and secure. Children's progression is further promoted as

the childminder has established good links with local primary school and pre-school to ensure the children are emotionally prepared for their future transition when they move on to the next stage in their learning. She shares a daily diary with the pre-school, in which they record children's daily activities and interests to ensure consistency, and has copies of their newsletters.

The childminder implements secure and effective measures to promote children's ongoing safety in both the indoor and outdoor environment, as well as outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Children develop an awareness of their own safety through practical and play activities. They take part in emergency evacuation drills on a regular basis and the childminder explains the importance of tidying the toys on the floor to prevent anyone falling over. The childminder generally makes good use of opportunities offered by daily routines to support children in developing their self-care skills. For example, children learn to wash their hands after using the toilet. Effective hygiene routines are in place and children are learning about some of the benefits of adopting a healthy lifestyle. For example, children get plenty of fresh air and exercise, and this contributes greatly to their physical health and well-being overall. At snack and meal times there is discussion about healthy foods and the importance of eating fruits and vegetables. This means that children are learning as much as they can about foods that should be eaten in moderation, such as biscuits and sweets.

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

The childminder and her assistant are fully aware of their responsibility to keep children safe. She has undertaken safeguarding training to underpin her good practice and she uses the knowledge gained to effectively promote children's welfare. The childminder has a well-written child protection policy that is shared with parents. She is clear about the local area procedures and has the latest contact numbers, which are displayed for parents should they need to raise a concern. Both the childminder and her assistant have an up-to-date paediatric first-aid qualification. Therefore, they are able to provide appropriate care to children in the event of an accident or emergency.

The childminder uses clear systems to monitor and evaluate the educational programmes for the children. This ensures that all areas of learning are covered and the children are progressing well in their learning and development. Self-evaluation is effective as the childminder shows commitment and strives to develop her future practice. This supports improvements within the setting and enhances opportunities for children, although she recognises that not having the playroom in operation impacted on children's development and was not a true reflection of her setting. The childminder has attended numerous training courses through the local authority and has developed strong relationships with other childminders and early years providers by attending management meetings. This enables her to glean, as well as disseminate good practice to develop her provision further, demonstrating that the childminder has a good capacity to improve further. She is keen to increase her childcare knowledge and regularly researches the subject through early years publications and using the internet.

The childminder meets children's needs well because she works closely with parents. For example, policies and procedures are shared with parents to ensure that they are clear about how the childminder's service operates. The childminder takes time to get to know the families and she keeps parents fully informed about their child's day by means of regular verbal and written communication, which is valued by parents. Parents speak highly of the childminder and her friendly approach. They comment positively about how their children enjoy attending and how the childminder has assisted in vastly improving their children's speech and language. Partnership working with other professionals and agencies is strong and used to identify children's needs to help them make the best possible progress, because they share development reports and language targets. The childminder recognises the importance of smooth transition arrangements for the children's next phase in their learning. She has close partnerships with other early years providers to share information, in order to fully promote children's learning, development and welfare. This consistent approach helps children to make good progress in readiness for school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	201461
Local authority	Warwickshire
Inspection number	854285
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	14/07/2009
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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