

Inspection date	16/01/2013
Previous inspection date	28/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children have close relationships with the childminder, who collects information on their individual needs to help them feel secure and settle easily with her.
- Children make satisfactory progress in their language and communication because the childminder ensures she talks to children throughout the session, asking questions and teaching them songs and rhymes to develop their vocabulary.
- The childminder supports children in their transition to school as she attends pre-school groups within the school setting. This helps children to socialise with each other and become familiar with teachers in the school and the new environment.

It is not yet good because

- Assessment does not track children's progress across the seven areas of learning effectively to enable the childminder to plan and shape challenging learning experiences for each child.
- Although the childminder explains and encourages children to tidy up toys before they take more out, on some occasions there is gradual build-up of toys which prevents children from having enough free space to play safely in the home.
- Self-evaluation is currently developing and does not fully include regular comments from parents and children so that the childminder can develop her service in line with their wishes.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the front room.
- The inspector looked at children's learning journals, a selection of policies and children's records.
- The inspector spoke at regular times with the childminder and the children.

Inspector

Kashma Patel

Full Report

Information about the setting

The childminder registered in 1992 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and adult daughter in Rugby. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed garden for outdoor play. The family has six dogs.

The childminder works occasionally with an assistant. There are currently 11 children on roll, of whom six are in the early years age group. Children attend for a variety of sessions. The childminder attends pre-school groups in the area and takes children to local shops and the park on a regular basis. She walks to local schools and pre-schools to drop

and collect children. The setting is open all year round from 7.45am to 6pm Monday to Friday, except for Bank Holidays. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- implement an effective system for assessment that helps to track children's level of achievement across the seven areas, and use this to plan and shape future learning experiences for each child.

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

- develop younger children's understanding of being safe in the home by encouraging them to help tidy away toys before they take more out to ensure they have enough free space
- develop further the process for self-evaluation to include the views of parents and carers.

Inspection judgements

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

The childminder has a basic knowledge of the seven areas of learning and generally provides a suitable range of experiences and activities to promote children's learning and development. Toys and resources, such as dolls, pushchairs and small world equipment, are stored at children's level to enable them to make independent choices and promote their imagination. Children's communication and language development is fostered through regular conversations during play and care routines. Children learn new words as they look at books and sing songs and rhymes. Their listening, understanding and speaking skills are developing well as they regularly attend groups in the community, which also enables them to socialise with other adults and peers. Regular observations are used to inform future activities for children. The childminder knows what children need to do next, but her system for assessment has scope for improvement so that children's progress can be tracked more effectively across the seven areas of learning.

The childminder extends children's vocabulary as she asks questions during their play to stimulate their thinking and conversation. For example, she asks children where they are taking their 'babies' as they place them in the pushchair. She helps to extend their

learning as she offers more resources such as a feeding bottle. This helps children develop their imagination and express their feelings through role play activities. Children have access to a wide range of resources. However, on some occasions this prevents them from having enough free space to play when they take out too many toys. Younger children are learning to tidy up, but sometimes, there is a build-up of toys which prevents them from playing safely.

The childminder has satisfactory relationships with parents and other carers. She provides daily verbal feedback for parents to keep them appropriately informed of activities children have engaged in so they are able to continue their learning at home. The childminder talks to teachers on a regular basis to support children and complement their learning. For example, children learn about the Diwali festival at school, which the childminder extends through food tasting sessions where they try naan bread. This promotes children's awareness of other cultures and festivals, which helps them to develop a respect for the wider world. Children develop suitable physical skills as they use a range of equipment, such as the slide and climbing equipment in the local parks.

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

The positive, close relationship between the childminder and the children ensures that they form secure emotional attachments, which enables them to develop their confidence and independence skills needed for future learning. Children learn to cooperate with their peers, share and take turns, and display a sense of self-esteem and belonging within the setting. The childminder collects information about children's individual routines, likes, preferences and interests, which is then used to help children feel secure and settle into their new environment. This also supports children in the next stage of their development.

Children learn about healthy lifestyles through daily outings to local parks and playgroups. This gives them the opportunity to develop appropriate physical skills, benefit from the fresh air and socialise with other children. A suitable range of healthy snacks and meals, such as fresh fruit and vegetables, enables children to maintain a healthy lifestyle and also ensures that the children's individual dietary needs are adequately met. Children learn to share and take turns with toys and resources, and their efforts are rewarded with lots of praise and encouragement by the childminder, which further supports their self-esteem.

The childminder ensures children develop appropriate self-help skills during their time with her. For example, she encourages them put their own coats and shoes on, which helps to prepare them for their eventual transition to school. Further procedures to support children's transition to the nursery include attending groups on the school site, reading stories and discussions about starting a new setting.

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

The childminder has a satisfactory understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and her responsibilities towards the children in her care. She is familiar with child protection

procedures and knows what to do if she has concerns about a child. The childminder is aware of her responsibilities in relation to the learning and development requirements. For instance, she has started to monitor children's progress using the document 'Development Matters in the Early Years Foundation Stage' for guidance. However, her knowledge is less secure with regard to tracking children's progress across the seven areas and using the next steps for future learning. As a result, some activities do not offer sufficient challenge for individual children.

Children's safety is further promoted through daily checks of all areas used by them and a written risk assessment which identifies potential hazards in the home. Older children learn about being safe as they learn about road safety on outings, however, in the home younger children do not always tidy away toys before they take more out and this affects them playing safely in the home. The childminder has the required records in place to promote the safety and well-being of the children and to support the management of her childminding provision. Parents receive daily verbal feedback to keep them appropriately informed of their children's progress. There are suitable arrangements with other settings which children attend to promote consistency in their care and learning.

The childminder shows an acceptable commitment to continuous improvement. She has started to reflect on her practice and identify priorities for future development, such as training to develop her childcare skills and knowledge. She makes appropriate use of pre-school and childminding groups to share and exchange information, which supports her professional development. However, she has not included children and parents in the evaluation process, which means they do not have opportunities to contribute their ideas and views to promote improvement.

The Childcare Register

The requirements for the compulsory 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. 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	201595
Local authority	Warwickshire
Inspection number	817959
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	28/05/2009
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 that are usually their 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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