

Inspection date	09/11/2012
Previous inspection date	09/02/2009

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 are happy in the care of a friendly and approachable childminder. She interacts well with the children and as a result their communication skills are developing well.
- Children are aware of expectations and boundaries which are clearly defined by the childminder so that they behave well. They show sensitivity and care towards the needs of others.
- The childminder generally implements a suitable range of activities so that children are happy and engaged.
- The childminder is beginning to use self-evaluation to identify future targets and areas for improvement. She fully embraces and acts upon any advice to improve her practice.

It is not yet good because

- The childminder is still developing her knowledge of the revised Statutory Framework for the Early Years Foundation Stage and as a result the educational programmes lack depth and breadth. Planning and resources do not always provide consistent challenge for children.
- Assessments are not yet used to accurately understand children's achievements and plan for the next steps in their learning.
- Parents do not share information at the point of entry regarding children's starting points or on a consistent basis to ensure that children's learning and development is fully supported.

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 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 observed activities in the dining room downstairs.
- The inspector spoke with the childminder about her routines and activities and engaged with the children.
- The inspector looked at policies and procedures including safeguarding, risk assessments, the childminder's self-evaluation form and children's learning journals.
- The inspector looked at feedback from parents.

Inspector

Sally Smith

Full Report

Information about the setting

The childminder registered in 2000. She lives with her husband, adult child and child aged 14 years in Galley Common, Nuneaton. Access to the property is at street level with toilet facilities on the first floor of the house. The whole ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder takes and collects children from local schools and pre-schools.

The childminder has six children on roll, three of whom are in the early years age range. The childminder is open from 7.30am to 6pm five days a week all year round. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- consolidate knowledge of the learning and development requirements so that the educational programmes are more consistently delivered and resources used more effectively to maximise children's development across all areas of learning.

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

- assess children's learning more robustly to effectively plan for next steps in their learning, by for example, using Development Matters in the Early Years Foundation
- encourage parents to share what they know about their child's learning and development on a consistent basis so that children's individual needs can be met more effectively.

Inspection judgements

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

Children make satisfactory progress in their learning and development. The childminder is developing her understanding of the Statutory Framework for the Early Years Foundation Stage but her knowledge is not yet secure to ensure that the educational programmes have depth and breadth to fully extend children's learning. Therefore, planning for children's learning does not always take account of the environment in ensuring that it offers consistent challenge for all children, is stimulating and enables children to access resources which can be used, moved and combined in a variety of different ways. However, the childminder provides a suitable range of resources that are developmentally appropriate for the children and an adequate range of planned activities to generally support children's learning and development.

Some focused observations are demonstrating her burgeoning confidence and she is beginning to assess children's development and make tentative links to the guidance document, Development Matters in the Early Years Foundation Stage. However, she is not yet able to consistently recognise the learning taking place through children's spontaneous

play across all areas of learning. Information is not yet obtained from parents about children's starting points, although there is some engagement with parents and the childminder is responsive to suggestions once children are settled. However, parents do not contribute to children's 'learning journeys' on a regular basis to ensure children's learning is fully extended.

Children participate in a range of physical activities both inside and outside the home as part of their daily routine. For example, they sit on the floor and roll balls to each other. The childminder sits with a younger child, helping him with his aim. Children play with toys that have knobs and buttons to twist and turn and holes to push shapes through. Children learn that they have to push hard so that the shape goes inside. They are rewarded with a musical fanfare and applause from the toy and they beam with pleasure at their success. Children visit the local park where they use a range of large play equipment to develop their coordination. They run around and swish in the leaves as the childminder helps children to recognise features of the natural environment. They note that the leaves are changing colour and this is the start of autumn and the onset of colder weather.

The childminder engages with children, promoting discussion and encouraging children to talk about what they are doing. Children sit at the table and draw. They select crayons while the childminder tests their knowledge of colours, offering praise when they get it right, but being sensitive when they get it wrong. For example when a child picks up a crayon and says it is purple, the childminder says, 'you are nearly right but it is red'. She asks the child if she can find another red and purple crayon to match. They discuss colours around them and on the clothes they are wearing, one child saying her crayon is pink like her top. The childminder recognises that some children are beginning to put words together such as 'baby shops' and she models building sentences by responding, 'are you taking your baby to the shops?' She offers choices, asking children if they would prefer an apple or banana for their snack. Babies sit alongside and the childminder tunes into, and responds to their babbling. This all helps to promote children's language skills and development.

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

The childminder enjoys close, warm and supportive relationships with the children. This helps to develop their confidence and feel reassured. Children's individual care needs and routines are met through regular dialogue with their parents. The childminder promotes children's personal and social development, encouraging them to be sensitive to the needs of others. This results in children being caring and considerate towards each other, for example, older children give babies and toddlers a hug when they cry and share their toys. Clear boundaries and routines are established from the start, for example, children sit down at the table and wait for their snack. Behaviour management is discussed with parents at the start of the placement; although these may not always be compatible with methods used at home, the childminder sensitively outlines the strategies used, highlighting the importance of not humiliating children or compromising their self-esteem.

Children learn from an early age about following good personal hygiene through the established routines. For example they are informed that a clean nappy will make babies

feel more comfortable and smell better. They watch as the childminder washes her hands when she has finished changing a nappy. Children sit together to eat their meals while the childminder sits alongside. They tuck in heartily to their fruit. One child comments that another child has, 'narnar' all over his face and that her own hands are sticky. The childminder reassures the child that their hands and faces can be washed when they have both finished eating. Children learn about safety through everyday routines and practices. They are reminded to be careful when playing inside and discussions when out and about further help children's understanding of how to keep themselves safe. This helps to promote skills for their future learning and prepare them for transition to school.

Resources are sufficient and meet the needs of children attending the setting so that they are engaged in their play. These are stored in boxes which the childminder rotates, although children cannot access these freely, which may restrict children's opportunities to play and learn independently. However, key aspects of children's well-being are generally sound and children appear happy and content.

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

The childminder has a sound understanding of the safeguarding and welfare requirements. She is aware of her responsibilities to report any concerns, demonstrating a clear understanding of whom to contact so that children are protected from harm. The childminder is conscious of the need to ensure that the environment in which children play is safe. Since the last inspection, the childminder has completely revised her risk assessments which are now comprehensive and thorough. She regularly updates them, for example, her lounge is being re-decorated and she has identified the potential hazards this poses and amends daily routines accordingly. This helps to ensure that children play in a safe environment.

The childminder works closely with parents to provide appropriate care and support for children. They contribute their views through discussions and questionnaires and speak positively about the warmth and commitment shown by the childminder ensuring their children are content. Daily diaries provide an account of the children's routines. However, there are no systems in place to consistently engage with parents regarding children's learning and development. While there are no children who attend other early years settings, the childminder is aware of the importance of establishing positive links with other practitioners for consistency in children's care and learning.

The childminder is committed to improving her service. She evaluates her practice and is aware of her priority to fully consolidate her knowledge and understanding of the learning and development requirements. She recognises that in doing so, this will impact on the quality of the activities and opportunities available to children and help them make progress. She welcomes all advice and is keen to revise her practice and implement any suggestions made. She attends any relevant training and accesses early years literature and guidance to develop her knowledge and skills in all areas of child development, demonstrating her continual desire to improve.

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. 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	201672
Local authority	Warwickshire
Inspection number	817961
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	09/02/2009
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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