

Inspection date	15/07/2013
Previous inspection date	08/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 understands how children learn and make progress. She plans lovely experiences based on children's individual interests in order to effectively promote their development.
- Children benefit through the warm, welcoming and inclusive environment where they are secure, happy and confident to express themselves.
- The childminder promotes the health and safety of the children in her care successfully. She assesses risks well and minimises hazards so that children have good access to a variety of activities and experiences.
- The childminder's good relationships with parents, including well-established sharing of information, make a strong contribution to meeting all children's needs successfully.

It is not yet outstanding because

- The use of a wide range of resources and experiences in the outdoor environment in order to support children's natural curiosity is not explored to the very optimum.
- There is scope to improve professional development by considering further opportunities to access additional training experiences and share best practice ideas with other childcare professionals.

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 compulsory part 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 childminder's living room, kitchen and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector reviewed documentation, including children's information and learning records, the childminder's certificates and a selection of policies and procedures.

Inspector

Lucy Showell

Full Report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two adult children in the village of Wellesbourne in Warwickshire. The whole of the ground floor, the bathroom and main bedroom on the first floor and the rear garden is used for childminding. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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 operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- enrich the outdoor provision by providing a more exciting range of resources and experiences, which are accessible and open-ended, to allow children to further explore, build, move and role play
- enhance the effective and well-established programme of professional development by accessing further training opportunities to ignite fresh and dynamic ideas to enrich children's experiences.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage. Her effective planning and good organisation of activities ensures that every child is challenged by the learning experiences provided. The childminder observes children during activities and uses these and discussions with parents to make clear assessments of children's abilities. Children benefit from a good balance of adult-led and child-initiated activities. There is a flexible routine to the day, which means that children can follow their own interests and extend their play. Children make good progress in their learning and development and are well prepared for their next stage in learning. The childminder demonstrates a good understanding of how to engage children and capture their interests. She offers a happy and relaxed environment in which children can learn

and play. This helps them to feel valued, safe and happy, and helps children to make decisions and discuss ideas. As a result, children are enthusiastic learners and concentrate well on their chosen activities.

The childminder demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. She observes children's learning and records her findings in their individual learning records. She successfully uses the information to identify children's learning priorities, and makes plans to ensure children make as much progress as they can towards all the early learning goals. The childminder works well with parents to help children to settle. She encourages parents to share what they know about their child, and keeps them very well informed of their child's progress through the records and the daily discussions. The childminder understands the purpose of the 'progress check at age two'. She has completed these for children and shares them with parents and other professionals to raise awareness of any concerns or needs for additional support. In addition to this the childminder ensures that parents are actively involved in children's learning. They share ideas for activities and borrow resources, which can be used at home or with the childminder. This means that parents share what they know about children's learning and are effectively involved.

Children are keen and eager to engage in play and with one another. The childminder successfully lets them take the lead and choose from the array of resources on offer. They enjoy the challenge of finding out how many buttons they can thread on the laces and naming the different colours they choose. The childminder supports this by asking children questions, which promotes their communication skills and thinking. They are happy to help one another, confidently sharing the resources and say, 'watch me, this is what you can do'. Children interact well with one another and the childminder. The childminder helps children to use their imaginations well as they act out real and imagined experiences as they make 'dinner' in the 'kitchen'. They enjoy making things and access a variety of different resources. For example, children recently watched and talked about the Wimbledon tennis tournament. The childminder then put on activities making collage tennis rackets and growing cress in recycled tennis balls. Children are happy to show these creations and receive plenty of praise and encouragement for their efforts and achievements.

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

Children form strong bonds and secure emotional attachments with the childminder. They look to her for reassurance while they show confidence as they move around the home, demonstrating a good sense of belonging. The childminder builds warm and trusting relationships with parents. This ensures children feel safe and settle quickly into the setting. Good information is gathered from parents about children's routines, preferences and requirements so that initial care is tailored to each child's individual needs. This means that movements between home and the childminder's setting are a positive and happy experience for the children, parents and the childminder.

Children's health and well-being are effectively promoted in the setting. They benefit from the good provision of healthy and nutritious meals and snacks, which are provided by their

parents according to the children's dietary needs. The children learn about healthy lifestyles by being encouraged to wash their hands. They use individual towels and receive very clear explanations as to why washing their hands well is so important. This helps children to understand about the importance of staying healthy and also helps to prevent cross-infection.

Children also enjoy good opportunities for fresh air and exercise to promote an active lifestyle. They take regular walks in the local environment and play at the local park on the large equipment. In the garden, children enjoy riding bikes and cars, having fun in the ball pool or playing in the house. However, there is not always a wide range of resources and activities outside, such as a space to dig and plant, or messy play, such as sand, gloop and paint. This means opportunities to excite and encourage children's natural curiosity are not always promoted as well as possible.

Children's safety is given high priority. The childminder gives clear explanations to children about how to keep safe. For example, children are told about the importance of tidying toys away before getting any more out, in order to prevent accidents. This helps to develop children's awareness of safety and involves them in ensuring a safe environment. The children's behaviour is good. The childminder sets clear boundaries and encourages children to share and take turns. Children respond very well to gentle reminders about how to be polite, share and use good manners. They are caring and considerate. For example, children pick flowers from the garden as gifts to give to the childminder and visitor. The childminder is a positive role model for children. She consistently praises and encourages the children, which builds on their self-esteem and helps them develop key skills for the future, such as moving on to nursery and school.

Children's individuality is highly valued by the childminder. She works well with parents and professionals to identify and provide support for children with special educational needs and/or disabilities or children who speak English as an additional language. The childminder adapts her practice according to children's specific needs. For example, she talks slowly and clearly, using simple two and three word sentences and has developed an understanding of key words in children's home languages. She provides a good variety of resources which depict positive images of diversity and is happy to celebrate a range of festivals throughout the year. This enhances children's understanding and value of differences and similarities in their close and wider communities.

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

Children are safeguarded and their welfare is protected. The childminder is fully aware of her responsibility with regard to child protection and understands that the welfare of children is paramount at all times. A safeguarding policy is in place and the childminder knows when and how to report concerns to the appropriate agencies. The setting is safe and the childminder ensures that any hazards are identified and that action is taken to reduce the risk of accidental injury. The childminder closely supervises the children at activities so they can play and learn in safety. Ratios are also maintained at all times; this further enhances children's safety.

Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. The childminder monitors children's progress. This means that she can check they are developing in line with the developmental milestones appropriate for their age. The childminder demonstrates a positive approach to improving her professional development. She recognises that this helps her to enhance the learning, development and care of the children in her setting. The childminder attends required training and has completed a National Vocational Qualification at Level 3 since her last inspection. There is scope to develop this more by accessing additional training and extending her relationships with other childcare professionals. This is in order to share best practice and share exciting ideas to promote confidence in abilities and further enhance the provision for children.

There are no children who attend the setting around their school day, or who attend other settings. The childminder, however, understands the importance of sharing information with teachers at school or nursery staff on a regular basis with parents' agreement. This is to ensure that children receive consistent and complementary experiences across settings. The childminder works with other professionals to ensure the needs of children with special educational needs and/or disabilities are met. The childminder takes care to build relationships with parents and carers and obtain useful information about the children. For example, she gathers initial details about care routines, and likes and dislikes are shared through completion of child information records. Further ongoing information from parents is valued and used to ensure children receive continuity in their care and individual needs are met. For example, together they regularly discuss the children's learning priorities, identified at home and within the setting, and share resources so activities can be continued. Current parents are more than happy with the care provided. The childminder has received numerous cards and comments from parents confirming their gratitude for the great care and consideration shown to them and their children.

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 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	201674
Local authority	Warwickshire
Inspection number	927085
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	08/06/2009
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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