

Inspection date	22/01/2014
Previous inspection date	02/10/2009

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

- Children make good progress in their learning and development because the childminder takes full account of children's individual interests and their preferred learning styles.
- The gradual introduction to the childminder's home enables children to settle at their own pace. Consequently, children are secure and confident in her care.
- Partnerships are firmly established and effectively support children's learning, development and transitions.
- The childminder demonstrates a drive for improvement and through careful monitoring and evaluation has identified areas for development. As a result, this enables her to set appropriate targets to improve learning opportunities for children.

It is not yet outstanding because

- There is room to further improve children's already good understanding of the world around them by making better use of the garden, so that they can plant, dig and explore the natural environment.

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 observed activities taking place in the designated playroom, lounge and dining room.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.

Inspector

Hazel White

Full report

Information about the setting

The childminder registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Leamington Spa with her husband. The whole of the ground floor and a bedroom, and bathroom on the first floor are used for childminding. There is an enclosed garden available for outside play. The childminder attends a toddler group and visits the park on a regular basis. She takes children to and collects them from the local schools and pre-schools.

The childminder supports children with special educational needs and/or disabilities. There are currently 11 children on roll, five are in the early years age group and all attend for a variety of sessions. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- extend activities in the outdoor area so that children can explore the natural environment and talk about the things that they have observed such as plants, animals, natural and found objects.

Inspection judgements

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

Children are effectively supported in their learning because the childminder uses her well-developed knowledge and experience to engage children's interest, and recognises that they learn through play. She provides a wide range of activities that capture children's imagination and holds their attention. Planning for children's next steps is based on information gained from observations and the childminder taking into account children's play preferences and ideas. Consequently, children gain a good range of skills to support their future learning, for example, when they move onto school. Parents contribute to children's initial assessments on entry and their views are recorded in their children's communication books. Parents regularly discuss their children's progress, both at drop off and pick-up times. In addition, parents are encouraged to share their children's learning and development at home. This is achieved through verbal observations, and parents writing their children's 'Wow' moments in their learning journals. This shared approach to children's learning and development contributes to the good progress children make, and successfully promotes continuity of learning. Parents are provided with a written summary of the progress check at age two years. This allows them to have a more in-depth knowledge about their children's achievements and progress over time.

Interaction between children and the childminder is good. Children are happy and enthusiastic learners. Child-initiated play is promoted well and the childminder uses effective teaching techniques to ensure children take part in a broad range of activities. The well-organised environment means that children readily help themselves to toys and resources to support their play. This is because most are stored at a low level. Children show great concentration when they complete jigsaws, carefully twisting and turning the pieces until they fit. They preserve putting stacking containers on top of one another in the correct order, learning that the biggest one goes at the bottom to stop it from toppling over. Children are delighted when the last one is in place because this means that they can roll a 'glow ball' through the structure. Babies and young children learn to fit shapes into inset boards. As a result of these activities, all children are developing a good understanding of shape, size and measure. The childminder talks to children at all times, whether this be in their play or as she carries out familiar routines, such as preparing bottles or changing nappies. She responds to babies babbles, mimicking the sounds they make and naming objects repeatedly as they handle toys. Children thoroughly enjoy looking at their own special photograph display, finding 'granddad' and their siblings. The childminder responds by repeating their names and asking them to identify other family members. This promotes children's speech and language well. Children learn early writing skills by making marks in a variety of ways, such as drawing around stencils, labelling their artwork, and writing a price list for the 'American Diner'. A wide range of books are readily available. The children enjoy listening to stories or sit quietly looking at books on their own. In addition, they regularly visit the library to choose books or join in 'rhyme time'. As a result, children's early literacy skills are promoted effectively.

Children develop their creative skills and show much imagination in their pretend play. Older children entertain younger children by making up a play called 'holiday on the moon'. All aged children participate in making the 'space rocket' using cardboard, paper and paint, working in harmony. Collectively they decide on the names of the cast and older children perform the play with confidence, much to the younger children's enjoyment. Children design their own puppets colouring them with crayons and felt tip pens. They learn to use scissors skilfully, and handle them with care. These activities show that children are able to be creative and express their own ideas. Children are provided with resources which represent diversity in a positive way, such as multicultural dolls and books. They support and learn about those less fortunate than themselves. For example, they bake and decorate cakes to sell in order to raise money for charity. Therefore, children develop a good understanding of people in society. Children enjoy visits to local parks, developing their coordination and balancing skills because they climb on large equipment and learn to kick, throw and catch balls. They learn to identify birds that come into the garden, and discuss the changing seasons. However, children have less opportunities to dig, plant and grow. Therefore, the garden is not optimised to enable children to fully explore the natural world.

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

The childminder provides a welcoming, calm and caring environment in which children are feel happy and emotionally secure. She talks to parents to find out children's individual

care needs, to ensure that the routines she follows are familiar and comforting. The flexible, individually planned settling-in sessions help children to foster secure attachments with the childminder, and aids a smooth transition to her home. Children's behaviour is good and they are learning to play cooperatively together. This is because the childminder uses clear and consistent boundaries and uses age-appropriate language to reduce incidents of frustration. For example, she teaches children to share, talk about their feelings, and to have patience with babies because they are learning to be inquisitive. As a result, children are learning to manage their feelings and know that some behaviour is unacceptable.

Children's understanding of healthy lifestyles is effectively promoted. They enjoy a good variety of healthy, freshly prepared, home cooked meals, which include plenty of fruit and vegetables. Children help to prepare tropical fruits, such as, mango, guava and coconuts. They have discussions about where the fruit comes from and how it grows. In addition, this activity supports children in gaining good self-help skills. Children learn to become independent with regard to their personal care and follow good hygiene routines to prevent the spread of germs. The childminder encourages children to be active and chats about why exercise is important to their health and well-being. Outings to local parent and toddlers groups helps young children to develop confidence and independence in situations away from her home. These experiences help to support children in their transitions to nursery or primary school when the time comes.

Children learn about safety matters as the childminder consistently reminds them of the rules that keep them safe. For example, toddlers learn not to climb on furniture because they could fall and bump their head and they help her to pick the toys up off the floor to prevent them from tripping. Outings to the local park and walks to school provide opportunities for children to learn about taking sensible risks and keeping themselves safe. For example, as they climb equipment, such as the swings and slide, and learn about road safety, as they look and listen for cars.

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

The childminder has a secure understanding of safeguarding procedures and knows how to protect children in her care and who to contact if she has any concerns. Safeguarding policies and procedures include the action to be taken in the event of an allegation being made against the childminder. They are shared with parents so that they understand the childminder's responsibility in protecting children from harm. Both adults at the home have been through a vetting procedure to check their suitability. The childminder understands the required ratios she must maintain and supervises children well. Therefore, children's welfare is well considered. The childminding premises are safe and secure. Thorough assessments are carried out to ensure that hazards to children are identified. The childminder takes all reasonable steps to limit risks, so that children can play safely indoors and outdoors.

The childminder has a good understanding of her role in meeting the learning and development requirements. She ensures that planning and assessment is precise, and that

she has an accurate understanding of all children's abilities, skills and progress. Consequently, children with special educational needs and/or disabilities are supported well with appropriate intervention, to help ensure they reach their expected levels of development. The childminder is committed to improving her knowledge and understanding of childcare practice. She reads childcare literature and has constant updates from the Professional Association for Childcare and Early Years. The childminder monitors and evaluates her practice through self-evaluation, which includes seeking the views of parents and children. This provides her with a good overview of the service she provides and enables her to identify clear targets for ongoing development. For example, the childminder identified a gap in sensory play for babies. She created treasure baskets using various textures so that they can explore and discover new and exciting things. This results in children benefitting from a continually improving service to ensure they achieve well in their learning.

Partnerships with parents are good. The childminder keeps parents well informed about all aspects of her service and their views are sought through discussion. Their comments are highly positive about the quality of care and learning their children receive. They include, 'children have progressed and developed and this is attributed directly to the time in the childminder's care' and 'boosts self-esteem and levels of independence, she is a warm, positive and a talented person'. The childminder is aware of partnership working to secure support for children with identified needs and is clear about working with other professionals to ensure prompt intervention if necessary so children's needs are met. Good sharing of information takes place between settings when children attend more than one provision. This practice consistently supports children's learning in her home and helps them to make the best possible progress.

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. It will be monitored and inspected within twelve months of the date of this 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		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	201725
Local authority	Warwickshire
Inspection number	876214
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	02/10/2009
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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