

Inspection date	07/11/2014
Previous inspection date	25/02/2009

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

- Children make good progress in their learning and development because teaching is effective. The childminder provides a good variety of learning experiences, which engage children's interest and inspire them to learn.
- Children have strong attachments with the childminder and her assistant because they are kind and caring towards them. As a result, children's emotional well-being is successfully supported.
- The childminder has a good understanding of her role and responsibilities in safeguarding children. Children understand how to keep themselves safe and healthy through the childminder's continuous support.
- Partnerships with parents and other professionals are very effective with everyone working together to meet children's care and learning needs.

It is not yet outstanding because

- Children's understanding of similarities and differences in themselves and each other is not maximised in order to extend their awareness of the wider world.
- The childminder does not always create opportunities for more able children to fully develop their skills and understanding of how they can use information and communication technology for particular purposes.

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.
- The inspector spoke with the childminder, her assistant 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 the 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 was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and step-daughter in a house in Coventry. Her husband assists the childminder daily, and her adult son assists occasionally when he resides at the home. The whole of the ground floor, and the rear garden are used for childminding. The family has two cats and a dog as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She takes children to, and collects them from, the local schools, pre-schools and nursery schools. There are currently 17 children on roll, 10 of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She has an early years qualification at level 3 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:

- strengthen children's learning with regard to developing their awareness of similarities and differences in people, for example, by sharing and discussing resources and experiences
- create further opportunities for children to develop skills for the future by extending the range of information and communication technology resources, for example, by providing torches, cameras and remote controlled toys.

Inspection judgements

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

Children enjoy a wide range of activities, which reflect their interests and motivates them to learn. Parents provide the childminder with in-depth information about their child's starting points during the settling-in visits. This information along with the childminder's own observations support her in making an accurate assessment of children's achievements. She knows what children can do and what they need to learn next to extend their skills. This ensures children's learning is matched to their individual needs and their development is in line with the expected developmental ranges for their age. As a result, children make good progress in readiness for school or the next stage of learning. Each child has a learning journal that includes the childminder's observations, examples of activities children enjoy and photographs of children at play. Assessments of children's development, which incorporate the progress checks for children between the ages of two and three years, are shared with parents. The childminder provides parents with a

summary, which gives them a clear picture of the progress children make, and aids them in identifying any additional support that might be needed. The childminder has daily conversations with parents about children's well-being and what they have been doing each day. This ensures parents are kept well informed and there is continuity in care.

The designated play area provides a child-friendly learning environment for children. Resources are attractively stored at a low level so that children can self-select and initiate their own play. As a result, children develop a good level of independence. Young children show great interest in toys with buttons, flaps and simple mechanisms, which they competently operate. However, programmable toys and simple information and communication technology resources to help children to move on to their next steps of learning in this area, are not as plentiful. The childminder has high expectations of children. She and her assistant interact and engage with them well. Teaching is good because they both ask lots of open-ended questions to promote thinking skills. Children are given time to think and respond to their questions. For example, when children are building with plastic blocks the childminder teaches them how to make the structure stable by putting the large blocks at the bottom. Together, they find different ways to make their models wider, such as by joining two blocks together. Children are encouraged to have a go and learn to problem solve. They work out that if they stand on an overturned washing bowl, they will be able to reach the cupboard in the play kitchen. Consequently, children learn to think creatively to extend their learning and enjoyment.

Children show a keen interest in art and craft activities. They are eager to make firework pictures and learn that a rocket leaves a trail in the sky. The childminder instigates a discussion about what type of brush they could use to make this effect. Children decide to use the side of a brush. They listen intently as the childminder suggests that if they gently tap the brush, the spray of paint will look like fireworks exploding in the sky. They are thrilled by this and add their own ideas, such as pouring glitter on top to make the picture look sparkly. Consequently, children become deeply involved in the activity and are very proud of their creations because they are able to express their own ideas. Children enjoy looking at books on their own or having stories read to them by the childminder's assistant. In addition, they loan books from the library. These experiences successfully develop children's early literacy skills. Children enjoy other interesting experiences outside of the childminder's home. They regularly visit country parks, feed the ducks and talk about the changes in the seasons. Children are encouraged to socialise and make new friends, with both adults and children, because they attend stay and play groups. However, raising children's awareness of similarities and differences in themselves and others, is not fully embedded in the childminder's practice.

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

The childminder creates an inviting and stimulating environment for children. This helps them to feel settled and ready to explore and investigate their surroundings. Children demonstrate good levels of confidence because the childminder and her assistant develop close and caring relationships with all children. The childminder obtains relevant information from parents, so that she has a clear understanding of their individual care routines and interests. Children are emotionally secure because the childminder and her

assistant spend time getting to know children and their families well. As a result, children experience a smooth move between their home and the childminder's home.

The childminder and her assistant are both kind, caring and sensitive towards the children in their care. Children are valued and this helps them to feel good about themselves. The childminder frequently provides positive support, praise and encouragement, while managing their behaviour well. Children understand the need to share and be kind to each other because the childminder and her assistant sensitively and gently remind them of expected behaviour. This helps build children's high levels of self-esteem. Children use a good range of outdoor resources and learn to ride wheeled toys and play safely on larger equipment. This supports children's overall health and physical well-being. In addition, introducing children to group situations whereby they socialise, helps to prepare them for the move onto other settings.

Children develop good self-help skills. They learn to put their aprons on before painting and put their coats and shoes on before going outside to play. Children fully understand the importance of washing their hands prior to meal times, as they talk about how to wash away the germs before eating. The childminder prepares nutritious healthy meals that take in to account children's special dietary requirements. Children confidently help to serve their own food at snack time and discuss healthy foods with the childminder during meal times. In addition, children prepare fruit that they gather from the trees in the childminder's garden. Consequently, they learn about the importance of eating healthily. The childminder gives high priority to children's safety and well-being. Children become familiar with fire drills through regular practises, and these activities raise children's understanding of personal safety and how to manage risks. Furthermore, children learn to tidy toys away when they have finished playing to prevent tripping over them.

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

The childminder and her assistant have a good knowledge and understanding of how to effectively safeguard children in their care. They have both attended safeguarding training to keep their knowledge up to date. Hence, they both have a clear understanding of the procedures to follow if they have a concern about a child in their care. The well-written safeguarding policy is shared with parents so that they are also clear of the childminder's role in protecting children from harm. All adults in the household have undertaken suitability checks to ensure that children's safety is promoted. Consequently, safeguarding procedures and practices are good. The childminder carries out daily visual checks of her home to ensure that it is safe and secure. Children are supervised well as an assistant always works alongside the childminder. Documentation is well organised and maintained to a good standard, which supports the safe and efficient management of the setting.

The childminder effectively monitors and reflects on the quality. Also, she also monitors impact of the activities she plans and organises. She has a good understanding of the areas of learning and how children learn through play. The childminder has a wealth of experience and she also holds a level 3 early years qualification. She has a positive attitude towards continuous improvement and together, with her assistant, identifies areas

for development. For example, methods for observing and assessing children's progress have been reviewed. The childminder now feels that she can give parents accurate feedback about their child's achievements and next steps in learning. The views of parents and children are sought and these demonstrate their high levels of satisfaction with the service that they receive. Toys and activities are frequently replenished to meet the children's changing interests. However, there is scope to improve resources that fully enhance children's understanding of the wider world.

The partnership with parents is good. Parents are kept well informed about their children's activities and achievements through verbal discussions, daily diaries, texts and emails. Parents are encouraged to regularly view their children's learning journals and make a contribution. Parents speak very highly of the childminder, stating that she plays a significant role in children being happy, secure, well developed and increasingly independent. They state that she provides exceptional care and support for children and their families. Partnerships with other professionals of early years settings are well-developed. This effectively supports children in their move to school and promotes a fully shared approach with all adults involved in children's learning and development. Through discussion, it is clear the childminder knows when to contact relevant agencies when she feels children may need additional support.

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	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	510393
Local authority	Coventry
Inspection number	869406
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	17
Name of provider	
Date of previous inspection	25/02/2009
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, 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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