

Inspection date	04/03/2014
Previous inspection date	02/07/2009

The quality and standards of the early years provision	This inspection:	3
	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		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 requires improvement

- Children are happy and relaxed in the childminder's care. This is because she develops warm and caring relationships with children, supporting them with the move between their home and hers.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. She provides interesting activities and outings, which successfully develops children's skills and knowledge.
- The childminder makes sure that her home is safe and well-organised so that children can easily select resources for themselves. This helps them grow in confidence and independence.

It is not yet good because

- On occasions the childminder is caring for too many children in the early years age range. This is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- There is room to improve the sharing of information with other early years providers to maximise the good progress children make.
- There is scope to provide children with more opportunities to practise their early writing skills during spontaneous play experiences, for example, by providing children with free access to pencils and crayons.

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 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 was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in a house in Coventry. The whole of the ground floor, bathroom on the first floor, and the rear garden are used for childminding. The family has a dog. The childminder attends a toddler group and visits the park on a regular basis. She takes children to and collects children from the local schools and pre-schools.

There are currently 12 children on roll, four 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the number of children cared for does not exceed the required ratios as defined in the Early Years Foundation Stage.

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

- extend the very good ongoing dialogue and sharing of information with other early years providers and use this shared knowledge to optimise children's learning
- enhance children's opportunities to freely make marks by increasing the availability of writing materials so that children can, for example, readily write messages, use note books in role play and label their artwork.

Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development through their play. She carefully observes children to find out about their initial interests and effectively uses this information to plan activities that successfully engage children. The childminder records children's achievements and the progress they make. She adds photographs to children's learning journals to illustrate the activities they

enjoy. Children's next steps of learning are clearly identified which helps to ensure that they are constantly supported to make good progress in readiness for school. The childminder has strong relationships with parents and gathers detailed information from them when children first start, forming a clear picture of what children can already do. She shares ongoing information through verbal discussions and a daily communication book. This ensures that parents are kept fully informed about children's activities and achievements, while they are in her care. Parents know that they can view their children's learning journals at any time and they are encouraged to continue to enhance their children's learning at home so that they make the best possible progress.

Children readily help themselves to toys and resources to support their play because the childminder provides a well-organised environment. They confidently take their chosen activities from room to room. This fosters their independence well. Children are confident speakers because the childminder consistently supports and extends their language. Children readily join in in conversations, chatting about what they are doing. For example, children talk about making a 'big tower' for their mummy. This leads to a discussion about extended family. Children have access to a wide range of books, which they enjoy looking at with the childminder. Children become very excited as they use animal puppets as props when the childminder reads their favourite story about a mythical animal that lives in a wood. Children are totally engrossed in the story and their involvement helps the story to come alive. They learn new words such as 'prickles', 'terrible' and 'amazing'. As a result, children develop a wide vocabulary. In addition, children regularly visit the local library which further develops their love of books and early literacy skills.

Children's opportunities to draw and create are offered through planned adult-led activities, which they clearly enjoy doing. They create a clock by glueing numbers onto a circle of paper. They learn that the numbers go in a clockwise direction and need to be in a sequence. The childminder helps children to identify the numbers and they count if they have the right amount. Consequently, children develop good physical and mathematical skills. They explore the colour and texture of paint with brushes, carefully colouring in butterflies and caterpillars for their spring theme. However, there are fewer opportunities for children to make marks spontaneously during their play. As a result, children do not have regular opportunities to experiment and fully develop their early writing skills.

Children's imagination and pretend play is effectively encouraged. They have great fun dancing to their favourite tunes, and 'make cups of tea' for the childminder before taking their dolls for a walk. These opportunities encourage children to express their own thoughts and ideas. Children have plenty of fresh air and exercise. They climb on large equipment and learn to kick, throw and catch balls. This supports children to develop their coordination and balancing skills. A variety of resources, such as books and small figures, are readily available so that children become more aware of diversity. Children show great interest in programmable toys and regular explore and operate information and communication technology equipment. For example, children competently complete simple programmes on the tablet and press buttons to find their favourite track on audio equipment. Consequently, children develop useful skills for their future learning.

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

Children are cared for in a homely and welcoming environment. The childminder is kind and caring and establishes close relationships with the children, which helps them feel secure. However, on occasions she has cared for more children than the requirements allow. This compromises children's safety and well-being. Parents are invited to settling-in sessions and the childminder gathers information about each child's family and background. For example, information is obtained about children's care needs and any known dietary requirements. This promotes continuity in the children's care and supports their continual well-being. The childminder introduces young children to larger group activities when visiting local play sessions. This helps to prepare them for the transition to pre-school. Children are very independent, for example, they change into their nursery uniform without support and learn to do zips and buttons up on their clothes.

The childminder's home is well-planned out to ensure that children have easy access to the broad range of resources which help them to make good progress in all areas of their development. The childminder acts as a positive role model, promoting children's good behaviour and manners. She helps children to learn about the possible consequences of their actions, which helps them to learn the difference between right from wrong. Consequently, they play in harmony and learn to share and take turns. Children are keen and very proud to show visitors their artwork displays. They are very responsive to praise and encouragement and as a result have high self-esteem. The childminder effectively supports children to gain an awareness and understanding of safety. For example, they learn to sit on their chairs when they use scissors and pick toys up off the floor when they fall to prevent them from tripping over. Road safety is routinely reinforced on outings and children are fully aware of the boundaries that they must keep within when they are in parks. Consequently, children learn to keep themselves safe.

Children develop an appreciation of healthy lifestyles. They enjoy healthy packed lunches which are provided by their parents and develop good self-care skills, pouring their drinks and helping to prepare fruit. The childminder offers guidance and support to help them learn sensible hygiene routines to prevent the spread of germs. Children enjoy being active and have discussions about why exercise is important to our health and well-being. They use climbing equipment in the park and steer wheeled toys in the childminder's garden. The childminder makes good use of local recreational areas to extend the options for physical play so that children benefit from fresh air, develop good control and coordination and learn to move confidently and safely.

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

There are occasions when the childminder cares for too many children in the early years age range. This is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage. This occurred because the childminder misunderstood the criteria for taking on more children as an exception. Consequently, ratios are not consistently maintained. 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. Her home is safe and secure and risk assessments are conducted for all areas and include outings. All adults in the household have had their suitability checked. As a result, children are kept safe from harm. The childminder maintains appropriate records and documentation. All of the required policies and procedures are in place and parents read a copy of each, so that they are fully aware of the childminder's role and responsibilities.

The childminder has a general overview of the educational programmes and experiences required to help children progress towards the early learning goals. She has a childcare qualification and attends training to broaden her knowledge. Self-evaluation of her provision is sound. The childminder has an overview of her strengths and areas for development. For example, she has reviewed the way in which she records children's progress so that her findings are more closely linked to the early learning goals. The childminder researches the internet for useful information about play, reads childcare literature and meets regularly with other childminder's to share good practice. As a result, she continually strives for improvement.

The childminder is clear about the benefits of sharing information between settings when children attend more than one provision. However, there is scope to enhance the already good sharing of information to consistently support children's learning to help them make the best possible progress. The childminder has good working relationships with parents. They are kept 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 'she constantly talks to the children which opens up a whole range of language' and 'the childminder is a great communicator and encourages good behaviour, kindness and compassion'. 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. She competently completes the progress check at age two and provides parents with a summary of their child's development. This helps parents to further support learning at home.

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. 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	EY102379
Local authority	Coventry
Inspection number	872412
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	02/07/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

