

Inspection date	26/06/2013
Previous inspection date	28/06/2010

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 build secure attachments with the childminder. As a result, they respond well to the childminder and are happy and settled in her care.
- Children make good progress in their learning as the childminder has an awareness of their individual needs and a good understanding of how young children learn.
- Children benefit from plenty of activities outside the setting. They regularly visit the local toddler groups, park and library which support them well in learning to socialise and explore their local community.
- Children benefit from the good links the childminder has established with parents. The childminder shares information about her setting, children's daily activities and care routines to keep parents fully informed.

It is not yet outstanding because

- There is scope to improve the range of resources that encourage babies and young children to use all of their senses.
- There is room to strengthen partnerships with other settings children attend so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support children receive.

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 spoke with the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector observed children's activities and the areas of the home that are used for childminding.
- The inspector looked at children's learning journey records, planning documentation, a sample of policies and procedures, the childminder's self-evaluation document and took account of the views of parents from questionnaires.

Inspector

Karen Cooper

Full Report

Information about the setting

The childminder was registered in 2003 and is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her partner who is registered as an assistant and their six year old child in the Exhall area of Bedworth, Coventry. The ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The family has a dog and fish.

The childminder attends the park on a regular basis. She is able to take and collect children from the local schools. There are currently 12 children on roll, of these four are in the early years age group. All of the children except for one attend on a full-time basis. The childminder operates all year round from 7.30am 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 children's opportunities for investigations of their senses, for example, by providing a range of everyday objects for babies and young children to explore and investigate, such as treasure baskets
- reflect on ways to strengthen the relationship with other settings children attend, so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

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 the Early Years Foundation Stage and provides a broad range of activities to promote children's development across all areas of learning. She demonstrates that she knows each child's individual needs, interests and stage of development, and uses this information to plan challenging and enjoyable experiences. The childminder fully understands how young children learn and supports their development well. She observes the children as they play and records notes in their learning journey. She effectively tracks children's development to see that it is in line with developmental milestones. This information is linked to the Early Years Foundation Stage and effectively shows how next steps in development will be achieved. There are clear

links between assessment and planning. The childminder confidently describes the progress made by each child, based on their individual starting points, and has good knowledge of individual strengths and weaknesses. This helps to ensure any areas of concern are promptly addressed with parents so that every child is assisted to meet their full potential and prepare them for future learning. As a result, all children make good progress in their learning and thoroughly enjoy their time with the childminder.

The childminder ensures children have uninterrupted time to play and explore as well as engaging in playful adult-led activities. This means that they develop their confidence and independence and learn key skills needed in readiness for school. The childminder joins in play sensitively, fitting in with children's choices. For example, when children express their desire to draw, she provides a variety of resources including paper and crayons and a laptop which enables them to develop their simple mark making skills and knowledge of information technology. She constantly talks to the children and provides a wide range of opportunities for them to develop their expressive language skills. For example, when they look at pictures of animals, children are encouraged to describe what they see and the different noise they make. They have access to a variety of books and regular trips to the local library to enhance their love of books.

Children enjoy building with stacking cups, cottons reels and a variety of construction sets. The childminder regularly asks questions to make them think, such as the 'what is the shape and colour of the different objects?' and 'I wonder where this piece of puzzle goes?' This enables children to talk about strategies and helps them to solve problems. They develop their understanding of volume and capacity as they use different equipment in sand and water, which helps to maintain their interest.

Children are helped to consider and value each other's backgrounds. Their understanding of diversity is promoted through the range of resources and planned activities which portray positive images of diversity and acknowledge cultural differences. Children enjoy using their imagination during role play and enjoy dressing-up. This helps to support their independent skills. Younger children enjoy joining in actions songs and dancing to music. They spend time outdoors in the fresh air and use a range of larger play equipment to develop their physical skills. They help plant seeds and tend the plants that they have grown, including beetroot, onions, tomatoes and cucumbers. This helps raise their awareness of the natural world.

Good opportunities are provided for children to develop their understanding how things work. For example, they use a variety of musical toys, programmable and electronic resources and younger children show their delight as they tap buttons to see what happens next. However, there is room to improve the range of resources for babies and younger children to explore their sense of smell, touch and hearing.

Parents are fully involved in their child's learning because the childminder understands the importance of strong relationships and the impact on children's learning at home. They are encouraged to look at their child's development records and are invited to discuss children's progress. Arrangements are in place to complete a progress check at age two. The childminder has developed effective documentation to provide parents with a written summary of their child's developmental progress in the prime areas of learning in the

Statutory framework for the Early Years Foundation Stage. This means the childminder and parents can consistently support children's learning in the setting and at home.

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

The childminder provides a high standard of care that matches the needs and interests of individual children. She recognises when very young children are tired and provides lots of cuddles and talks to them gently to offer reassurance. The childminder requests parents to complete an 'All about me' form from the onset which includes useful information about their children's care routines. This means their welfare needs are well met. Children make a number of visits prior to starting; gradually increasing the amount of time they spend with the childminder. This ensures the transition process is as smooth as possible for the child and enables the childminder to gain a wealth of good quality information which she effectively uses to inform observations on entry. She provides a welcoming environment and arranges toys and resources effectively to enable children to make independent choices about their play.

Children form good relationships, develop social skills and learn how to manage their feelings. They behave well because the childminder is a good role model. She discusses boundaries and explains to children what is and is not acceptable behaviour. Older children are often involved in negotiating the 'house rules', for example to ensure that they all share and use their manners. The childminder frequently provides praise, ensuring that children develop confidence and self-esteem. As a result, children are happy and secure in her care and are developing positive social skills for future moves to pre-school or school.

The childminder provides children with fresh, healthy and nutritious snacks and meals and ensures they can access fresh drinks at all times. Food provided by parents for very young children is stored appropriately. The childminder supports children's independence well and helps them to develop good hygiene routines. For example, washing their hands before eating and after using the toilet. Children learn to keep themselves safe as they are reminded about road safety on outings and regularly take part in the emergency evacuation procedure at home. This helps them to respond to instruction quickly in the event of an emergency. Children regularly make visits to the local park and access other facilities in the area. This has a positive impact on children's sense of well-being and helps all aspects of their development.

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

The childminder has a good understanding of her safeguarding role and responsibilities. She is fully aware of the signs and symptoms of abuse and has a clearly written policy and procedure outlining the course of action she would take in the event of a concern. She has attended training and is aware of the need to keep her knowledge up-to-date. The childminder has a paediatric first aid qualification and keeps written records of all accidents and medication administered to children, which are shared with parents. This ensures children's well-being is protected. The childminder ensures children's safety is of

the highest priority. For example, all areas of the home and garden are risk assessed and action is taken to minimise the potential for harm. The childminder provides a stimulating and welcoming environment where children feel safe and secure.

The childminder has a good understanding of the welfare and learning and development requirements. She is an experienced practitioner and holds a level 3 early years childcare qualification. She demonstrates a commitment to continuous improvement and a positive approach to self-evaluation. She continually reviews her practice and has a good awareness of the strengths of her setting. She talks confidently about plans for the future, including attending further training to ensure her knowledge is updated. She uses questionnaires to obtain parents' views to help her fully develop her provision to further support long term achievements and good outcomes for children.

Partnerships with parents are well-established and make a strong contribution to meeting children's individual needs. Policies and procedures are shared and children's personal records are stored appropriately to ensure confidentiality is maintained. Partnerships with the local school and nursery are developing and the childminder has been proactive in her approach to sharing information with other settings children attend. However, there is scope to strengthen partnerships so that there is a more effective shared knowledge about children's progress to ensure continuity in their learning. The childminder has good links with the local children's centre and regularly attends the childminder and toddler group and builds relationships with other practitioners in her area to enhance her knowledge and skills and develop further her service.

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 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	EY253112
Local authority	Warwickshire
Inspection number	860379
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	28/06/2010
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

