

Inspection date	09/09/2014
Previous inspection date	22/09/2009

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 quality of teaching is good because the childminder provides a range of interesting experiences that engage and motivate the children. Consequently, all children are making good progress in their learning and development.
- Children form strong bonds and secure emotional attachments with the childminder. She treats them with kindness and care, which helps children gain a sense of well-being and belonging.
- The childminder gives good attention to safeguarding children. This is because she has a good knowledge of her role and responsibility in this area, which means she can respond promptly to any concerns and keep children safe.
- Children's independence is promoted from a very early age and this means they become competent at many tasks, such as washing their hands and serving their food.

It is not yet outstanding because

- There are fewer opportunities for children to develop an understanding about the wider world that they live in.
- Although parents are involved in partnership with the childminder, who provides information about children's progress, they are not consistently invited to offer their contributions and observations about what children do at home.

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 teaching and learning activities in the childminders' lounge and kitchen.
- The inspector took account of the views of parents, provided in written form.
- The inspector checked evidence of the suitability and qualifications of the childminder and household members.
- The inspector looked at children's development records and a range of other policies and procedures

Inspector

Rupinder Phullar

Full report

Information about the setting

The childminder was registered in 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged eleven years and three years old in Bedworth, Warwickshire. The whole of the ground floor is used for childminding purposes and there are toilet facilities on this level. The setting operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. There are two children on roll, both of whom are in the early years age group. The childminder attends the local children centre and the local parks. The childminder has an appropriate level 3 qualification. 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:

- maximise all opportunities for children to develop an understanding about the wider world that they live in, by developing their understanding of why things happen and how things work
- enhance opportunities for sharing information and partnership working with parents, in order to further support children's good learning at home.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements. The indoor and outdoor environments are well resourced, enabling children to freely access toys and resources meeting their developmental needs. Children are making good progress in their learning and development as the quality of teaching is good. Children are supported through routines and activities, which encourage their independence and developing skills in readiness for school. For example, they hang their coats and put their shoes on independently. The childminder has a good knowledge of the educational programmes and is skilful in promoting the characteristics of effective learning. She plans a good range of well-balanced activities that takes account of the different ways in which individual children learn and the stage of learning and development that each child has reached. The childminder completes purposeful, formative observations of children's achievements to monitor their progress. This information is used to identify what children need to learn next and inform future planning. Information from children's development records is used to complete assessments, such as the progress check for children aged between two and three years. These are shared with, and contributed to, by parents.

Children clearly enjoy their time with the childminder and engage well with her. The good balance of adult-led and child-initiated activities ensure children make good progress. Children are able to explore and discover new things as the childminder provides a wide range of interesting, stimulating and challenging experiences for them. Alongside using spontaneous and routine activities, the childminder consolidates children's learning talking to them about their recent experiences, such as visiting a holiday park. She encourages children to describe what they saw and share the experiences with others. This supports their emotional, social and cognitive development well. Children develop their speech and language skills well. The childminder talks to children constantly, listening to what they are saying and extending their vocabulary as she uses open questions effectively. She introduces language, such as 'a little more' and 'nearly full' as children fill watering jugs to pour water into the water wall. She models being a 'thinker', testing their understanding and encouraging them to try new ideas. For example, using questions that evoke a much deeper level of concentration asking what, why and how things happen. This means that children learn new words and become confident communicators as well as developing critical thinking skills. Children are supported well to develop their physical skills both indoors and outdoors. For example, children are encouraged to go up and down the slides and run around the garden with their peers. They squirt water at each other and squeal with delight. Children's mathematical skills are promoted well. The childminder integrates mathematical concepts into routine, spontaneous and planned activities. For example, she skilfully encourages children to count as they scoop rice and pour it on into the weighing scales. Children learn about the natural world around them. They use magnifying glass to look for bugs in the childminder's garden and talk about the spiders they find. However, there are fewer opportunities for children to develop an understanding about the wider world that they live in, such as why things happen and how things work. The childminder knows when to engage with the children and when it is more appropriate to observe what is taking place. Consequently, children actively engage in their own learning, demonstrating characteristics of effective learning. Daily discussions and dairies help parents to remain up-to-date about their child's day. Although parents are involved in partnership with the childminder, who provides information about children's progress, they are not consistently invited to offer their contributions and observations about what children do at home to enable them to be fully involved in their child's learning journey.

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

Children are warmly welcomed into the childminders home where their emotional needs are well met. Children relate well to the childminder and develop close emotional attachments with her and their peers. This supports their emotional well-being and as a consequence, they are gaining confidence and self-esteem. The childminder obtains a wealth of information from parents prior to their children starting with her. This ensures that she is fully aware of children's individual needs, abilities and preferences. She fully considers these when planning activities and learning experiences. As a result, children make the transition between home and the childminder's care happily and with ease.

The childminder is a good role model and use positive and consistent strategies to provide children with a clear understanding of acceptable behaviour. Rules and boundaries are

explained to children so they know why these are important. She gives them lots of praise and encouragement and this builds their self-esteem and confidence. The childminder takes children on outings and as a result, they learn how to adapt their behaviour to different social situations. As well as providing a wealth of new and exciting experiences, this prepares them well for the transition to nursery. The childminder teaches children about how to keep themselves safe through talking to them about road safety and the importance of staying close to her when out walking. Children interact well with the childminder and are developing their social skills as they are encouraged to use good manners, such as 'please' and 'thank you'. They are learning to share and play cooperatively with their peers.

Children have high levels of self-esteem as the childminder is genuinely interested in what children say and do and she readily gets down to their level to interact with them. She offers plenty of praise for their achievements no matter how small. The childminder provides strong routines and activities so that children learn about being healthy. Physical skills and exploration are well promoted, as children have daily opportunities to play in the garden, walk in the area and visit local amenities. Children are learning about self-care and safety through related activities, all of which are supported by discussions, including topics, such as 'stranger danger' and road safety. On outings children's safety is assured as they respond to established routines.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has completed safeguarding training and has a policy in place which covers the use of mobile phones and cameras. The childminder has a good knowledge of her duty to protect children and the procedures to follow in the event of a concern about a child. All required family members in the household are suitably vetted. Thorough risk assessments, daily visual checks and robust routines ensure children are kept safe both in the home and on outings. Visitors are asked to sign in and all external doors are locked to prevent unauthorised access to the building.

The childminder has established a range of effective policies and procedures to ensure that her provision is well managed. These are shared with parents to provide them with an insight into the childminder's role and responsibilities. All other required documentation is in place and is well maintained. The childminder effectively monitors the delivery of the educational programmes within her setting and has clear procedures in place to observe, assess and monitor children's progress. This means that children's development is tracked effectively to ensure that they are making good progress in line with their peer group. The childminder ensures her practice is fully inclusive to support the needs of the children who attend the setting. The childminder has high expectations of herself and is passionate about providing the best possible care and learning opportunities for children. The childminder has completed all mandatory training courses. For example, she has completed paediatric first-aid training.

The childminder effectively reflect on and evaluate her service. For example, she has completed a recognised early year qualification and developed her outdoor environment to develop the quality of her practice and her provision. In addition, the recommendation from the last inspection has been addressed. Parents' views about all aspects of the practice are sought. Children have an active voice in sharing their ideas and their opinions are readily sought during planning of activities. All of this demonstrates the childminder willingness to ensure that she continues to provide a good quality provision for children. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She has established links with local agencies and schools to support all children to ensure continuity of care and learning for all children.

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. 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	EY286569
Local authority	Warwickshire
Inspection number	872865
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	22/09/2009
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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