

Inspection date

11/03/2013

Previous inspection date

13/07/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

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 is satisfactory

- Children feel happy and secure as the childminder develops warm, caring relationships with them.
- Children's welfare and health is promoted effectively as the childminder has good hygiene routines in place.
- Partnerships with children's parents are sound and ensure that the children's needs are adequately met.
- Children's information, communication and technology skills are supported as the childminder provides them with a creative range of resources to explore.

It is not yet good because

- There is scope for the childminder to deepen her understanding of how children learn to ensure activities are fully tailored to each child's individual learning style.
- Children's learning is not fully supported as the childminder does not effectively use the children's next steps in learning to inform the planning of activities.
- Self-evaluation is not fully developed to consistently identify weaknesses in the delivery of the education programme. As a result, children do not make best progress.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the playroom.
- The inspector reviewed a selection of documentation.
- The inspector discussed safeguarding procedures with the childminder.
- The inspector reviewed planning and assessment documentation.
- The inspector spoke to the childminder at regular intervals throughout the inspection.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory parts of the Childcare Register. She lives with her husband and two children aged nine and five years in a house in Rugby. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has two pet cats. 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 collects children from the local schools and pre-schools. There are currently seven children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of challenging learning experiences by developing a deeper understanding of the prime and specific areas of learning, taking into account children's stage of development and next steps in learning, reflecting on the different ways children learn and build these into the activities.

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

- open up opportunities to reflect on strengths and weaknesses to help drive improvement and fully enhance provision for children.

Inspection judgements

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

The childminder has a satisfactory understanding of the revised Early Years Foundation Stage. However, the childminder lacks depth of understanding particularly surrounding the characteristics of effective learning. This means that children do not always fully engage in planned activities, as they are not always delivered in a way which supports their style of learning. For example, children are asked to build a tower of bricks and count as they build. The children lose interest quickly as it does not meet their individual learning style. While she observes children and identifies their next steps in learning, this information is not always used effectively to inform planned activities. As a result, children are not always offered challenging and enjoyable experiences that support their style of learning.

Children are provided with a range of resources, which are displayed in an accessible unit. This supports children's developing independence and helps to prepare them for school as they make independent choices. Children have opportunities to develop their language and literacy skills. For example, the childminder shares books with the children, pointing out the words as she reads. This helps to support the children with their first stages in reading as they begin to understand that print carries meaning. She supports mathematical development through play as she counts how many bricks are in the tower. The children continue counting independently, demonstrating their knowledge of numbers. Children have suitable opportunity to develop their information, communication skills. The childminder provides them with creative resources, such as a talking photograph album, which stores pictures of the children along with a voice recording that explains the event. This helps to support children's understanding of technology and supports developing skills for the future. Children develop their understanding of events that have happened in the past as they are encouraged to talk about their memories of past events. For example, a past visit to the pet shop, encourages the children to talk about the pets they saw in the shop. This helps children to develop an understanding of the world around them and their local community. Parents are appropriately informed about children's learning and development. The childminder collects information about children's starting points, when they first begin with her. There is a two-way exchange of information and this helps to support children adequately in their next steps in learning.

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

Children are happy and settled as the childminder creates a warm and friendly environment. Children form close relationships and attachments because an effective settling-in process is in place, which allows children time to get to know the environment and bond with the childminder. The childminder finds out about children's preferences and their daily routines by gathering information from parents. This helps to promote children's sense of security as they make the transition between home and the childminder. The childminder treats the children with care and respect and as a result, they are happy and are well mannered. The children's personal, social and emotional development is supported well, as the childminder works closely with parents and she uses age-appropriate methods, such as 'gems in a box' to encourage positive behaviour.

Children have regular access to fresh air and exercise. For example, children play on ride-along toys in the garden and in addition the childminder makes some use of local venues, such as parks, to extend the options for outdoor play. This helps children to develop the skills of crawling, balancing and jumping. Children gain a satisfactory awareness of being safe as the childminder talks to them about safety issues in the home. For example, they take part in monthly fire evacuation drills and children clearly point out the safety meeting point. This helps to develop children's understanding of keeping safe.

Children practise self-help skills with support of the childminder, such as wiping their hands and faces after snack time. They are encouraged to be independent, for example, as they tidy away the toys and attempt to fasten buttons and zips on their clothes. These skills prepare children well for when they move onto other settings or school. Children develop some positive attitudes to healthy eating because the childminder discusses

appropriate food for snacks and meals with parents. The childminder talks daily with parents regarding how their children have been at home and if there are any changes to their daily routine. This means their needs can be met and any parental wishes are followed.

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

The childminder understands how to keep children safe. She understands her responsibilities in relation to meeting the safeguarding and welfare requirements. She has attended regular safeguarding courses and can competently discuss the known signs and symptoms of abuse. This ensures children are kept safe at all times. Children are also kept safe as the childminder carries out regular risk assessment to ensure that the environment is, and remains, safe for children.

The childminder understands her responsibilities in meeting the learning and development requirements. However, whilst she does evaluate her practice, some areas for improvement are not clearly identified. For example, the childminder lacks a depth of understanding relating to the new Early Years Foundation Stage. This has a direct impact on the learning and development of children, and as a result, children make satisfactory, rather than good, progress.

The childminder sends out questionnaires to the parents to help review her practice. This helps her to work in partnership with parents as it encourages a two-way exchange of information, which helps to provide a service that meets theirs and their children's needs. There are currently no children on roll with special needs or those who speak English as an additional language. However, the childminder demonstrates through discussion her ability to work in partnership with other professionals in the best interests of the child.

The Childcare Register

The requirements for the compulsory 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	EY330776
Local authority	Warwickshire
Inspection number	820560
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	13/07/2009
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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