

Inspection date	23/10/2014
Previous inspection date	21/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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 childminder is passionate about working with children. She is committed to seeking further training to continually improve her knowledge and skills. Therefore, children benefit from good quality teaching to ensure they are able to make good progress.
- The childminder is rigorous about ensuring that she minimises risks to children within her home and on outings. She also understands and implements her policies and procedures to protect children from harm. Therefore, this ensures that children are kept safe whilst in her care.
- The childminder has developed positive relationships with parents. As a result, they work together to support children's learning and development.
- Children are thoroughly welcomed into the family-friendly environment that the childminder has built because she is kind and caring. Consequently, children are confident, happy and settled as they keenly play and explore.

It is not yet outstanding because

- The childminder does not maximise all opportunities to promote children's speaking skills during activities. As a result, children's learning in these skills is not always fully extended and reinforced.
- Young children's interests are not always fully promoted during some planned adult-led activities. Consequently, they do not always fully participate or gain the most from these learning experiences.

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 indoors.
- The inspector held discussions with the childminder.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of the suitability of the childminder and her husband.
- The inspector looked at and discussed with the childminder a range of policies, procedures and records, including the childminder's self-evaluation form.
- The inspector took account of parents' views from their written comments.

Inspector

Josephine Heath

Full report

Information about the setting

The childminder has been registered since 2007 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two daughters aged four and one in Atherstone, Warwickshire. The whole of the ground floor and one upstairs bedroom is used for childminding purposes and there is a fully enclosed garden for outside play. She currently has seven children on roll, of whom three are in the early years age range. The childminder cares for children with special educational needs and/or disabilities. She takes and collects children from the local school. The family has a pet cat. The childminder operates all year around, from 7.30am until 6pm, except for Christmas and family holidays.

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 to promote children's speaking skills through activities by, for example, using good interactions to allow children time to respond and have their speaking skills reinforced using repetition and modelling of the correct phrases and words
- develop further the use of planned adult-led activities to promote fully the interests of young children, in order for them to gain the most from these learning experiences.

Inspection judgements

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

Overall, the childminder promotes children's learning and development well. She has a good knowledge of how children learn and develop and she usually makes good use of her detailed observations and assessments to inform her planning. The childminder provides a variety of activities and resources for children. She also ensures that she creates an environment with a good mix of child-initiated and adult-led activities that promote their good progress across all areas of learning. However, some planned adult-led activities do not fully promote the interests of very young children as they are guided and led by older children that attend. For example, the childminder has recently been developing planned activities around a space topic as the older children made a spaceship and showed great interest in exploring this. Consequently, very young children do not always participate or make the most of these experiences, to enhance their specific learning. Nevertheless, other planned activities going on, such as weekly cooking, building up treasure baskets with natural materials, carving pumpkins and making 'Diwali' pictures, do stem from very young children's prior learning and interests and fully enhance their experiences. The

childminder pays considerable attention to ensuring that the skills, attitudes and dispositions children need to be ready for school are embedded as children gain confidence and independence throughout. She makes use of a 'planning map' to highlight and identify next steps in learning for each child she cares for. The childminder frequently shares and seeks feedback about this information from parents both verbally and by using children's 'learning journals'. She also welcomes and follows up their ideas for their children's future learning in activities. As a result, there is good support between the setting and home to build on children's learning and development.

The quality of the childminder's teaching is good. She effectively supports children's development, so that they make good progress across all areas of learning. Children are well motivated and keen to play and explore within the childminder's home. For example, children are introduced to a new activity involving salt, brushes and colourful pictures all in a cardboard box. As a result, they are highly interested and enjoy exploring, making marks and finding the hidden pictures. The childminder skilfully guides the activity, using the opportunity to build on children's next steps in learning by getting them to recognise colours, experiment with different marks and share resources. Equally, the childminder facilitates children's imaginative play. She adds construction resources to support children's ideas as they express they want to build 'castles' for their 'princesses', therefore enhancing and extending their skills. When children initiate role-play activities, such as playing with the toy kitchen, the childminder participates in their play and encourages them to use their real-life experiences to inform their play and to take turns with her. As a result, children enjoy a varied educational programme with well-thought out activities to promote all aspects of their development. The childminder supports children's communication and language skills by encouraging children to listen, respond to instructions and answer questions during activities. However, the childminder does not always maximise opportunities to promote and support children's speaking skills by, for example, allowing children time to respond and reinforcing their learning through repeating and modelling key words and phrases.

Support for children with special educational needs and/or disabilities is good. The childminder's sound knowledge and accurate observations and assessments mean she promptly identifies any areas of delay. She is confident about working with external agencies in order to obtain effective, well-targeted support for children. As a result, she ensures children with identified needs are making good progress in relation to where they started.

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

The childminder is kind and caring. She has built a family-friendly environment for all the children she cares for and this ensures that she forms positive relationships with them and their parents. The childminder offers settling-in sessions that can be tailored to individual needs. This gives the children and their parents time to get to know her and ensures they feel comfortable within her home. The childminder fully understands the importance of children and parents feeling safe and secure within the setting. She takes the time to seek all relevant information about each child, including all medical, dietary and developmental requirements using her 'fantastic me' sheets and registration forms. She puts clear

procedures in place to meet these needs, which means their good health and well-being is promoted at all times. Children seek her comfort and use her as a familiar base from which to guide their exploration and play. As a result, children are happy, confident and relaxed. Parents' written comments confirm that they feel the childminder provides a safe and happy environment for their children. Therefore, she knows the children well, which effectively promotes children's emotional well-being and reassures parents and carers.

Children are fully supported to follow good hygiene routines from an early age because they are gently reminded and supported to independently wash their hands after toileting and before eating. Children's intimate care needs are sensitively managed as they are kept clean and dry. The childminder actively encourages them to manage their own self-care. She offers lots of encouragement and praise. She reinforces this as every time they toilet successfully she rewards and celebrates with them this achievement. A wide variety of diverse food choices are offered to children during mealtimes. The childminder talks to them about the benefits of eating well and encourages them to make their own healthy choices. She ensures children get regular fresh air and exercise as she makes being outside a part of her daily routine. Children are frequently reminded about safety, in the home and when out and about on walks. The childminder successfully supports children in learning about managing risks. For example, she involves them in talking about potential hazards before they use larger physical equipment at the local park and when they take part in cooking activities. Therefore, children's understanding of keeping themselves healthy and safe is effectively promoted.

The environment is stimulating and welcoming with a dedicated playroom for the children to use. The childminder displays relevant information for parents and vast amounts of children's pictures, artwork and drawings on a 'fantastic me' board. Consequently, children are forming a sense of belonging. Resources are well suited to the ages of the children and carefully matched to their needs. They are well placed for children to be able to choose what they want to play with and access them independently. Subsequently, children's learning is actively promoted and their self-motivation thoroughly encouraged. Children's behaviour is consistently well managed. The childminder ensures that they feel valued because she promotes positive behaviours and makes sure she praises all their efforts and achievements. She effectively supports them in playing well together, for instance in sharing, negotiating and playing cooperatively. The childminder also takes children to various local activities, so they mix and learn with other children in different surroundings. As a result, the childminder ensures children are socially and emotionally well-prepared for the move into other settings and schools.

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

The childminder fully understands her role in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are thorough and very well thought out as the childminder prioritises children's safety while in her care. The childminder keeps up to date with safeguarding training and knows how to protect children from harm. She has clear safeguarding procedures and knows

what action to take if she has concerns about a child's welfare or if an allegation is made against her. Risk assessments for both the indoor and outdoor environment, are consistently implemented and reviewed regularly. The childminder has robust procedures in place for emergency evacuation. She has a well-equipped bag for emergencies, which she also takes on outings. Therefore, children are cared for in a safe environment. The childminder's record keeping is well-organised and consistent, so she has all required information about children she needs. She also keeps up to date by completing regular training, such as first aid, food hygiene and safeguarding, to further support children's well-being. Subsequently, the childminder fully promotes children's good health and safety.

The childminder's self-evaluation procedures are strong. She include the opinions of children and parents by, for example, seeking written and verbal feedback on a regular basis. The childminder makes use of children's 'learning journals' to exchange information with them about their children's achievements and to share ideas for activities. The childminder's priorities for improvement include building on her already good knowledge to further enhance children's learning. She effectively monitors her educational programmes. The childminder ensures all children are making progress using her observations to highlight children's developmental achievements. This enables her to see how well they are progressing and to promptly identify any areas where there might be delay. The childminder is keen to strengthen children's learning and development within the setting. She actively reflects on her practice and looks at different ways of observing, planning and assessing. The childminder is keen to complete training surrounding how young children learn and is also looking to complete an appropriate early years qualification at level 3. Therefore, the childminder demonstrates a commitment to improving the quality of her educational programmes, and to enhancing children's effective learning.

Partnerships with parents are good and definitely contribute to children's good progress. Feedback from parents is all positive as they comment that they feel their children enjoy attending the setting. The childminder is continually building on partnerships with other professionals, such as speech and language therapists, health visitors, staff at the local children's centre, other local childminders, local nurseries and schools to fully promote children's continuity of learning and ensure that they have access to all the relevant help and support services they need to make good progress. This means she is well prepared for helping children to make smooth transitions when they are ready to move on to full-time education or another setting.

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	EY357707
Local authority	Warwickshire
Inspection number	817671
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	21/03/2012
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

