

Inspection date	02/07/2014
Previous inspection date	17/01/2011

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 childminder creates a stimulating learning environment and children make good progress. The range of resources is good and children's independence is fostered well because they confidently choose and select resources for themselves.
- Relationships between the childminder and the children and the assistant and the children are very good. Children join in, make friends, and happily work independently and with each other.
- Children are safeguarded because the childminder and the assistant are aware of their responsibilities to supervise them and protect them from abuse and neglect. Potential risks in the home, garden and on outings are identified and successfully minimised.
- Children's literacy development is supported well because the play environment is rich in print. This includes labels that are written in English and also in languages that children hear at home.

It is not yet outstanding because

- Older and more able children's mathematical learning is not consistently maximised with regard to encouraging them to create and then recreate patterns.
- Opportunities for young children to explore their senses are not maximised with regard to every day natural resources in treasure baskets because these lack variety.

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 in playrooms and outside.
- The inspector spoke to the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at a selection of children's assessment records and planning, and a range of other documentation.
- The inspector checked evidence of the suitability of all adults living or working at the premises.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

The childminder was registered in 2007. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives in Coventry with her partner and their two children aged seven years and 10 years. The childminder's partner works with her as an assistant. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed garden for outdoor play. The family has a pet dog, two rabbits and a budgie. There are currently 14 children on roll. Of these, six are in the early years age group and three are aged over eight years. The childminder holds an early years qualification at level 3. 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:

- enhance the mathematical development of the older and more able children by, for example, encouraging them to create and recreate patterns
- extend opportunities for young children to explore their senses by, for example, providing more everyday objects in the treasure basket for them to investigate.

Inspection judgements

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

The childminder and her assistant ensure that children are supported effectively to acquire the skills and capacity to learn and develop in order to reach the next steps in their learning. Children make good progress. Initially, the childminder obtains information from parents on what their child already knows and can do and she then uses this to inform initial planning for learning. Information is then shared between the childminder and parents so that planning is effective in ensuring that children are challenged to reach the next learning steps. The childminder supports children well so that they develop skills in readiness for nursery class and school. She is aware of the requirement to provide parents with a progress check between the age of two and three years and she completes this where necessary.

A high priority is given to children's personal, social and emotional development. Children are confident and happy. They speak clearly using full sentences and in conversation, older children recall past experiences and talk about future events. All children speak English as their first language but the childminder is aware of other languages that are spoken at home. She offers good support because she learns some words in these languages and writes labels in different languages. Children's speaking skills are supported

well by the childminder because she asks them open-ended questions and gives them time to think before expecting them to respond. Manipulative skills are developing well because the childminder provides toys and tools that challenge all children effectively. Pencil control is good and older children are able to write their own names. Books that are suitable for children at different stages of development are always available.

Children count and name colours and shapes while they play. They are learning to calculate. For example, when they play skittles and practise physical skills, they also count how many skittles they knock down, how many remain and then count the total number. However, the mathematical development of the older and more able children is not maximised with regard to pattern making. For example, children cut up coloured tissue paper to make collage for butterfly pictures. They enjoy creating their own designs, but older children are not challenged to create a pattern on one wing of the butterfly and then recreate it on the other wing. Opportunities for children to explore and investigate are good because the variety of media includes paint, sand, water, dough and glue. The childminder provides a treasure basket for young children to explore. However, the promotion of their senses is not maximised because the range of everyday objects inside is limited.

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

The childminder and her assistant build strong bonds between themselves and the children in their care. They create a warm and welcoming environment for children and their parents. Children's emotional security is addressed well and begins with a settling-in period that is agreed with parents in accordance with children's different needs. Children are prepared well for their transition into other early years settings and Reception class in school because they make good progress and because they attend groups where they socialise with other adults and children. Children's self-confidence and self-esteem is promoted effectively. They behave well and positive reinforcement is the major strategy for managing behaviour. Resources are safe and meet children's learning and development needs well. The childminder promotes children's independence effectively. The storage of resources is well considered so that children can easily choose and select a good variety for themselves. Clearly labelled toy boxes, with pictures and words, aid children's independence and also promotes literacy development effectively.

Clear admission information obtained from parents ensures that children's individual care needs are well met. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected effectively. They adopt healthy habits, such as good hygiene practices and they learn to manage their self-care needs. The childminder makes sure that they eat healthy meals and snacks.

Outdoor play, at the childminder's home and on outings, is given a high priority throughout the year and children enjoy being physically active. The childminder chooses country parks and parks within the city where children at different ages and stages of development can be challenged effectively to develop physical skills. She ensures that the play environment is safe and she teaches children how to keep themselves safe. For

example, they learn how to climb up and down the steps in the garden safely, they learn road safety and they practise the fire drill.

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

The childminder and her assistant ensure that safety and security within their home and garden, and safety on outings are addressed fully. They are aware of their responsibilities with regard to safeguarding children. All necessary checks have been completed for members of the household aged 16 years and over. The childminder ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Local Safeguarding Children Board procedures.

Children make good progress because the childminder monitors the educational programmes effectively. All requirements within the Early Years Foundation Stage are met well. In order to review and improve her childminding provision the childminder welcomes advice and support from the representative of the local authority. A strong commitment to improve is demonstrated by the childminder's request to local authority representatives to quality assure her provision with use of the Family Child Care Environment Rating Scale (FCCERS). This was completed in March 2013. High scoring areas included interaction and professional development. Areas for improvement were identified as health practices and displays and the childminder has addressed these areas well. The childminder demonstrates a strong commitment to improving her knowledge and skills and she regularly attends training courses. She monitors the practice of her assistant to ensure children's needs are well met. She identifies her current priorities for improvement to be changes to the garden to make it easier to access throughout the year. This is because areas of decking that can be slippery in cold and wet weather conditions are being replaced with paved areas.

The partnership with parents is good. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual care needs from parents and agreeing with them how they can work together to meet these needs. A range of written policies successfully reflect the service provided with regard to meeting children's needs. Required documentation is kept up to date and in good order. The childminder is aware of the importance of developing good links with other early years providers in order to ensure continuity of care and learning for children when the need arises.

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	EY364664
Local authority	Coventry
Inspection number	873652
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	17/01/2011
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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