

Inspection date

20/08/2013

Previous inspection date

13/07/2011

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 quickly learn the routines and boundaries within the setting, sitting down to eat their snacks and helping to tidy away their toys when they have finished playing.
- Children's health is well promoted as they regularly get plenty of fresh air and exercise and eat a range of nutritious meals and snacks.
- Children settle well in the childminder's care and are confident to express themselves vocally and through gestures and signs to make their needs known.
- Children learn about recycling household waste and make connections in their learning by visiting the local recycling bank and making creations with disposable items.

It is not yet good because

- The childminder does not consistently use accurate assessments to identify children's next steps in their learning, so that they are helped to make best progress.
- The environment is not well organised so that every child can access resources and learn independently, to build on their experiences.
- The childminder has not considered all risks to children within her setting and how these can be minimised, to ensure their safety is always given the highest priority.
- The childminder has not obtained written consent from parents to take children on outings, which does not ensure that consent is given for all types of activities children take part in.

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 looked at documentation including safeguarding, risk assessments, behaviour management policy, children's records and the daily attendance register.
- The inspector had discussions with the childminder at appropriate times.
- The inspector observed activities.
- The inspector looked at children's development records and discussed their progress with the childminder.

Inspector

Sally Smith

Full Report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and children aged five years and 18 months in Warwick. The whole ground floor of the house, the upstairs bathroom and one bedroom are used for childminding. There is an enclosed garden available for outside play.

The childminder attends local community groups with children and visits the library, shops and park on a regular basis. There is currently one child on roll in the early years age group, who attends for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She has an early years qualification at level 2.

What the setting needs to do to improve further

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

- ensure that written parental permission is obtained for children to take part in outings
- ensure that all risks to children are accurately identified and steps are taken to show how the risk will be removed or minimised
- analyse the information gained through observation and assessment to better inform and plan for children's next steps in their learning, so that they make good progress.

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

- review the environment to ensure that it is interesting, attractive and accessible to every child so that they can learn independently and build on their experiences.

Inspection judgements

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

The childminder's understanding of the Statutory framework for the Early Years Foundation Stage is developing and improving all the time. She regularly observes children

during their play, noting their achievements and generally linking these to the prime and specific areas of learning. She is becoming more acquainted with the guidance available and how to use this to assess some of the learning taking place. The childminder acknowledges that she tends to rely on her instincts when planning for the next steps in children's learning rather than using the guidance as a tool to track children's progress consistently and more accurately. However, she feels she knows the children well and they are generally happy in their play. The childminder plans a range of different activities in response to children's interests, which cover all areas of learning. Children have opportunities to initiate their own play, selecting from the resources within their reach. However, some resources are stored in different areas of the house and, therefore, children do not have the freedom to choose from the full range available. This means that they may not always be able to use their imagination or develop their own ideas to extend their play. While activities are not always sharply focused on children's precise learning needs, they support children to make suitable progress.

The quality of teaching is satisfactory. The childminder engages well with all children. For example, she gets down to their level on the floor as they play together with toys. The childminder introduces new sounds and vocabulary during children's play. She uses and repeats single words with younger children so that they can gradually link the word to its meaning or context. For example, children play with a toy Noah's ark and the animals, and the childminder helps children make connections with the different noises the animals make. Children know many of these themselves and make the noises as they pick the animals up. Their early mathematical understanding is promoted as the childminder asks them to find 'one more' or 'one the same as'. As children's language develops, she encourages children to put two words together. They begin to understand some phrases, such as 'do you want a drink?' or 'do you want to play in the garden?'. Children show their understanding as they excitedly head to the back door, ready to go outside. The childminder consistently provides a running commentary as young children play, talking about what they are doing. She also does this when completing routine tasks, such as changing children's nappies. Children repeat some words back to her, such as 'nappy' and 'cream'. In addition to speaking to children, she regularly uses signing to further aid their understanding. As a result, children's early communication and language skills are promoted well.

The childminder has attended training on how to use recycled materials for children's play and learning, and has keenly embraced many ideas and used them in the setting. For example, after reading a well-known story about an elephant and his colourful coat, children make their own elephants using empty plastic milk containers. They decorate these using different coloured materials, providing opportunities for children to recognise and name the different colours used. This activity is further extended as children listen to music, action songs and rhymes, whereby they pretend to move and lumber around like elephants, waving their arms as trunks and imitating the sounds they make. Physical activity is further encouraged as children enjoy copying a well-known character on television who promotes the benefits of exercise in a fun and enjoyable way. They learn to bend, stretch and move their bodies in different ways as they follow his instructions. Children like being outside, regardless of the weather, and whoop with joy when this is suggested by the childminder. They enjoy pushing prams and other wheeled toys up and down the garden, and are quite adept at negotiating stationary objects in their path. Much

fun is had with the hose as they skilfully press the button which triggers a jet of water into their watering cans. When these are full, they know how to release the pressure on the button so that the flow of water stops. This helps them in learning how to operate simple tools and equipment independently. They water the plants and then return to the hose for more. Their ideas develop as they pour water on the paving slabs and make marks with their feet and hands. Twigs from the garden enable children to refine these marks further, helping to promote their early writing skills. Children regularly go for walks and outings in their local community on a daily basis. They visit local shops, parks, community groups and libraries, enabling them to see and engage with others and observe the world around them.

Children enjoy looking at books, often selecting these independently, turning the pages carefully and pointing out familiar objects. The childminder reads to the children daily, often having a book of the week for children to look at and explore in depth. It provides an opportunity for children to remember and recall. 'Charlie the monkey' encourages good listening skills and his 'voice intonation' helps children to remain interested and focused on the story. These skills help to prepare children for their future learning and eventual move to school.

The childminder provides parents with opportunities to discuss what children are doing at home and share their current interests. She shares information to show what children have been doing at the setting. This means that parents are sufficiently involved in children's learning.

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

The childminder is friendly, warm and welcoming, and children form close, caring relationships with her, confidently seeking cuddles and reassurance when needed. She engages with parents, regularly seeking their input about children's likes and preferences so that she can meet their individual needs. The childminder ensures that activities and routines are planned so that children feel comfortable and relaxed in her care. This helps to ensure a smooth transition between home and the setting. The childminder works cohesively with parents so that any new routines are introduced in unison, for example, when children move from drinking from a bottle to a beaker. This means there is consistency for the child. Parents have access to a range of policies and procedures that underpin the childminder's practice, and are made aware of how to make a complaint should they be unhappy with any aspect of the provision.

The environment provides a suitable place in which children can play. The childminder organises the indoor environment sufficiently so that children have access to an adequate range of resources which they can explore in their own time. These are located on shelves or storage boxes so that children can help themselves. However, some resources are stored upstairs and the childminder has not considered how she might make children more aware of what is available so that they can freely make decisions about their play. This means that children are not able to consistently follow their interests and fully exploit all areas of their learning and development.

The childminder sets clear boundaries and, where possible, keeps to a regular routine, for example, mealtimes and sleep, so that children are not hungry or tired. This helps to minimise any potentially disruptive behaviour. She is fully aware of children's differing abilities to understand what is expected of them. This particularly applies to younger children, and therefore she uses as few words as possible so they are not confused, for example, 'Please wait by the door'. She uses a very gentle tone of voice and is very clear and concise with her requests. These are asked in a calm manner and repeated again if necessary. When children behave inappropriately, the childminder uses distraction to avoid potential conflict. Where children's understanding is more advanced, the childminder removes them from the situation and explains what they have done wrong and the impact their behaviour has for themselves and others. Sometimes this may necessitate in the childminder getting down to the child's level so that she can maintain eye contact and quietly but firmly explain what the child has done wrong without humiliating them in any way. Praise is also regularly given, for example, as the childminder says 'Well done for waiting by the door'. This provides a clear message as to what the child has done right. This enables children to see how pleased the childminder is with their behaviour, helping to raise their self-esteem and motivation. Behaviour management is discussed with parents so that methods used are agreed and implemented consistently.

Children generally learn about safe practices as they move around their environment. They are reminded to walk carefully and to help tidy away their toys so that they do not trip and fall over. While playing in the garden, a child attempts to clamber up the slide rather than use the steps at the back. The childminder gently says, 'No we don't do that, can you remember what we do?' The child considers this for a moment and then moves to the back to mount the slide in a safe manner. Later during her play, she returns to the slide and approaches it correctly, showing that she has remembered how to keep herself safe. The childminder talks to children about safety when out and about so that their understanding is continually reinforced. She shows children the lights at pedestrian crossings, particularly the green man as he is illuminated so that they know when to cross the road.

Children follow appropriate hygiene routines, such as washing their hands before they sit down to eat. They have their own towels to dry their hands, helping to reduce the risk of cross-infection. The childminder is very keen to promote a healthy eating ethos within her setting and this is very much promoted with parents. Children are provided with a range of healthy snacks, such as fresh and dried fruits and breadsticks. Cooked vegetarian meals are freshly prepared using organic fruit and vegetables from the childminder's allotment. Children enjoy the variety on offer and the childminder talks to them about the benefits of healthy eating. She uses cooking activities to further develop their interest in food, and children help to make tasty salads, pizzas and cakes. This encourages them to develop a positive attitude to healthy eating. Fresh drinking water is freely available and they can access their cups or beakers at any time. Children are reminded to drink, particularly after playing outside in the warm weather. This helps to ensure they are rehydrated at all times. Children are encouraged to feed themselves as soon as they are able, supported by the childminder. Young children attempt to dress and undress themselves, sitting down on the floor to pull on their shoes. These tasks help to foster children's independence and self-care.

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

The childminder has a satisfactory understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. A range of policies and procedures are in place which generally promote children's safety and well-being. She is aware of safeguarding procedures and her responsibilities to protect children from harm. She holds contact details for the appropriate agencies should she have any concerns, and would not hesitate to contact them should the need arise. A written policy outlines the childminder's responsibility in safeguarding children while in her care, and this is shared with parents. Adults in the household have appropriate checks in place, ensuring they are suitable to be in regular contact with children. The childminder has considered most of the potential risks inside, outside and for any outings undertaken, although she has not obtained written consent for children to take part in outings, which is a breach of the legal requirements. Her written risk assessments show how those hazards identified are minimised. For example, stairgates prevent children having access to the kitchen or rooms upstairs, unless accompanied by the childminder. There is an internal door leading from the main lounge and play area, which remains closed while the childminder cares for children. This provides access to the front door, which is locked from the outside, preventing intruders having access to the house. However, it is unlocked from the inside and despite children being within the childminder's sight and hearing at all times, they could potentially leave the premises unsupervised, which does not enhance their safety.

The childminder reflects on what she does and is keen to make improvements. Since the last inspection, she has completed a National Vocational Qualification Level 2 in early years and has found the information gleaned from this invaluable. This has helped the childminder in increasing her knowledge and understanding of the learning and development requirements. She has also liaised with other childminders to seek guidance and support. She now observes children as they play and is beginning to assess the learning taking place, using the guidance available. She makes links to the areas of learning and, to some extent, where the child may be in their own development pathway. However, she recognises the need to further improve her systems for observing and assessing children's progress, and plan their next steps more effectively so that children make better than satisfactory progress. She is keen to attend any training when this is available and puts what she has learned into practice. For example, after attending a course on using recyclable resources within the setting, she looks at imaginative ways of promoting this, particularly during children's play and learning. The childminder has regular discussions with parents and acts upon any suggestions they make. She is keen to seek any advice, readily responds to suggestions and is committed to making any improvements so that the quality of care, learning and development for children is further enhanced.

The childminder is aware of the importance of establishing sound relationships with other early years settings and professionals involved in supporting children's care and education. Although this is not currently applicable, this means that when the need arises, children's transitions are helped to be smooth.

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	EY395824
Local authority	Warwickshire
Inspection number	933109
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	13/07/2011
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

