

Inspection date	13/01/2015
Previous inspection date	11/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 has a good understanding of how to support children's learning. As a result, children engage in a wide range of interesting activities, which contribute to their continued good progress.
- Warm, caring relationships are established between the childminder and children. Consequently, children feel safe, happy and settled in this homely childminding environment.
- The childminder provides a safe environment for children. She is aware of the possible indicators of abuse and neglect and she knows what to do should she have any concerns regarding the welfare of a child in her care. Therefore, children are protected from harm.
- The childminder evaluates her provision, so that practice is developed and plans for continuous improvement are in place.

It is not yet outstanding because

- Links with other settings children attend have not been fully established to promote continuity in learning and to ensure the childminder has a clearer all-round picture of children's development.
- Occasionally, the childminder misses opportunities to encourage children to practice reading, in order to maximise their literacy skills.

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 practice and the interactions between the childminder and children in the childminder's home.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a range of documentation, including policies and procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and evidence of self-evaluation.
- The inspector took account of parental questionnaires provided by the childminder.

Inspector

Trisha Turney

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and one child in a house in Nuneaton. She has an early years qualification at level 3. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs as pets. The childminder collects children from the local schools and pre-schools. There are currently five children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. At the time of the inspection, the childminder only provided before and after school care for children in full-time education.

What the setting needs to do to improve further

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

- strengthen the arrangements for sharing information and partnership working with the other early years settings that children attend, in order to fully support children's learning and development
- maximise opportunities for children to practice their reading skills, in order to extend their literacy skills.

Inspection judgements

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

The childminder demonstrates a secure knowledge and understanding of how to promote young children's learning and development. She has appropriate methods in place to provide an educational programme that covers all areas of learning. The childminder makes regular observations and plans activities based on children's individual needs. She regularly makes assessments of children's progress to ensure any identified gaps in learning are addressed and targeted plans for intervention are successfully implemented.

The childminder communicates and interacts well with children and fully understands how children learn through play. She plays alongside children and motivates them to engage in a range of activities. She offers suggestions or poses questions, which help to extend children's enjoyment and achievement. Children enjoy a good variety of activities to build on their mathematical skills, such as playing board games. The childminder extends their learning by encouraging them to count, add and subtract during the game. However, the childminder sometimes misses opportunities to encourage children to read when the opportunity arises during games. This is in order to extend their literacy skills.

The childminder has a lovely rapport with the children and this fosters children's confidence and social interaction. The childminder supports children's language development well. She engages them in conversation and ensures that all children have the opportunity to speak to offer their opinions and to listen to each other. Friendships develop across the age range with the older children. As a result, younger children gain confidence to share their ideas with others. Partnerships with parents are good. The childminder provides ongoing information about the activities on offer. She encourages parents to share information about their children's interests and offers ideas to support children's learning at home. As a result, the childminder is able to plan activities to meet children's individual needs as they gain the skills to support their future learning.

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

Children are invited to individualised settling-in sessions in order to familiarise themselves with their new surroundings. During these sessions the childminder obtains a wealth of information from parents to ensure children's care is tailored to meet their individual needs. Children settle confidently in the childminder's care. They ask questions and seek and receive the childminder's support in their activities. She is attentive to their needs and consequently children are confident individuals in her home. The childminder is a good role model. She is kind and calm and shows a genuine interest in the children's welfare. She understands the importance of providing children with consistent boundaries and expectations of behaviour. For example, children learn to share, take turns and use good manners as they play. These skills help children to become ready for the move to the next stage in their learning. As a result, behaviour is good.

Children's good health is effectively fostered. There are good opportunities for children to engage in a wide and varied range of physical activities and to develop their understanding of healthy eating to form lifelong habits. The childminder provides healthy snacks and nutritious meals. At the time of the inspection, the garden area was not in use as it was in the process of redevelopment. However, the childminder ensures children have plenty of opportunities for fresh air and exercise during regular visits to local parks. Children are supported by the childminder to adopt healthy practices. For example, children play and learn in a clean environment and they readily wash their hands when required.

Children's independence is promoted well by the childminder. For example, when children have finished playing they are encouraged to tidy resources away. The childminder ensures children develop a good awareness of how to keep themselves safe. For example, they have regular evacuation practices so the children know what to do in an emergency, such as a fire.

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

The childminder has a secure understanding of the safeguarding and welfare requirements. She has a good understanding of the possible indicators of abuse and she

knows what to do if she has any concerns about the welfare of a child. The childminder also knows what to do should there be any allegations made against her or any other adults living on the premises. The childminder holds a current first-aid certificate to help her provide appropriate emergency aid if a child has an accident while in her care. She has completed thorough risk assessments of her home, garden and any outings undertaken. This successfully minimises hazards and risks to children and is effective in keeping them safe and secure.

The childminder ensures the views of children and parents are valued and included in her self-evaluation processes through discussions and questionnaires. Partnerships with parents are positive and comments in questionnaires indicate how happy parents are with the service they receive. There are close links with teaching staff in some of the nearby schools to promote continuity in children's care and learning when they attend full-time education. However, links with other schools, that some children also attend, are not yet fully established to ensure all children are fully supported in their all-round progress and development.

Self-evaluation is effective as the childminder shows commitment and strives to develop her future practice. This supports improvements within the setting and enhances opportunities for children. The childminder consistently reflects on and monitors the educational programmes to ensure the activities and experiences support children's progress across all areas of learning. In addition, the childminder reflects on her own practice and identifies her training needs, which she addresses either through a training course or her own research. Therefore, she ensures her childcare knowledge is kept up-to-date.

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	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	EY399754
Local authority	Warwickshire
Inspection number	955088
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	11/03/2010
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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