

Inspection date

02/05/2013

Previous inspection date

23/02/2012

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

- The childminder engages with children in their home language and provides many opportunities for them to use their home language in their play. This helps the children communicate with adults and regularly converse as they play.
- The childminder's home is very welcoming to visitors, children and their parents. They are greeted on arrival in a warm manner. The environment is inviting to children as activities are prepared for their arrival, helping them to settle easily.
- The childminder is growing in her knowledge of the seven areas of learning. Along with her co-childminders, she plans fun activities that support the children's development, helping them to make progress.

It is not yet good because

- Children's safety is not fully assured as not all areas accessible to the children have been effectively risk assessed. This means they are not fully prevented from accessing small quantities of chemicals in the bathroom.
- Children do not always have sufficient opportunities to learn to speak and understand English in order for them to reach a good standard in readiness for school.
- The childminder does not consistently provide children with the opportunity to fully develop their independence by encouraging them to do things for themselves during adult-led activities.

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 the childminder's home.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children's parents.
- The inspector looked at children's learning journeys, children's records and a selection of policies and procedures.

Inspector

Hayley Lapworth

Full Report

Information about the setting

The childminder registered in 2011. She works with two other childminders from her home. One of the co-childminders is her daughter who lives at the property temporarily with her husband. The childminder's adult son and husband, who works as an assistant to the childminders, also live at the property in Radford, Coventry. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor is used for childminding along with the bedrooms upstairs for sleeping purposes. There is a fully enclosed garden for outdoor play. There are currently 15 children on roll. Of these, 12 are in the early years age group. Three children attend before and after school. Children attend on a full and part-time basis. The childminder supports a number of children who speak English as an additional language. Children are cared for all year round, Monday to Friday from 5.30am to 8.30pm. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- take steps to make sure that all areas accessible to the children are safe, with specific reference to the storage of chemicals in the bathroom
- ensure that children have more opportunities to learn and reach a good standard in English language during the Early Years Foundation Stage, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

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

- extend opportunities for children to develop their skills in becoming fully independent, by encouraging them to do more for themselves during adult-led activities.

Inspection judgements

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

Children are happy and they enjoy their time spent with the childminder, her co-childminders and her assistant. The childminder is beginning to grow in her understanding of the educational programmes and the seven areas of learning. She is beginning to observe the children's learning and with the support of her co-childminder, she makes

assessments of their current stage of development. Children's next steps in their development are considered in the planning of the activities. Therefore, they are making satisfactory progress.

Children are making some progress in their personal, social and emotional development. This is because they spend time with children of a similar age in the childminder's home and at local playgroups. The childminder has suitable understanding of how she will support children who have special educational needs and/or disabilities to ensure their needs are fully met. All of the children who attend are Polish and speak English as an additional language. The childminder provides many opportunities for them to use their home language in their play and learning. The childminder is also Polish and therefore can speak to the children fluently in their home language. She is learning to speak English and at times, she also speaks to the children in English. However, this is not always fully maximised to ensure that children reach a good standard in English in readiness for Year 1 in school.

The childminder shares very warm relationships with the children and always is in close proximity to them supporting them as they play. For example, she sits on the floor with them to help them name and match pictures of vegetables and fruits. The childminder provides a suitable balance of adult-led and child-initiated activities. For example, she leads an activity about going on a train ride, she acts as the train conductor issuing and collecting tickets from the children. The children sing on the train ride about going a long way on an adventure. The childminder introduces the idea into adventure to go swimming in a lake when the train stops. The children excitedly jump off the train and lie on the floor pretending to swim. Therefore, they are having opportunities to be involved in imaginative play and be active indoors.

The childminder's home is organised so that children can make choices for themselves. Toddlers wander between the two play rooms looking around deciding what they would like to play with. For example, they choose a tunnel to crawl through and a big soft bear to cuddle. Therefore, they are confident and settled in their surroundings. The childminder invites children to participate in simple experiments. For example, they use an onion with small roots and water to see if the water will help the roots to grow over a period of a few days. Children have opportunities to handle the onion, smell it and learn words such as onion, roots and water. Therefore, they are learning some new vocabulary. At times children are encouraged to be independent. For example, the childminder suggests to them to have a little taste of the water the onion has been put into. Children do this by dipping their fingers in their bowl of water. However, children's independence is not always fully maximised, for example, the childminder does not encourage the children to hand out the bowls, pour their own water or select their own onion.

Partnership working with parents is beginning to develop. The childminder is beginning to create individual learning journals for each child to share with their parents. The childminder verbally shares her knowledge of individual children's development with their parents and at times, she asks them about their observations of their children's development at home. Therefore, they are suitably informed about their children's progress and can support their learning at home.

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

The childminder spends time with the children's parents in the early days getting to know them and their children. She finds out about their likes and dislikes and what their parents know about their current stage of development. For example, if they can walk and feed themselves. Therefore, this helps the childminder meet their needs and promotes a sense of security as they settle into her care. Children's emotional development is supported as they develop warm and comforting relationships with the childminder. She responds to children's needs, for example, by cuddling children when they are tired, upset or when they simply want to be close to her. The childminder ensures that children are suitably prepared for their transition into other early years settings and reception class in school. For example, by encouraging them to socialise with other adults and children.

Drinks are always easily accessible to the children and the childminder reminds them to drink regularly. Therefore, they are learning the importance of frequently having fluids and keeping their bodies hydrated. The childminder provides the children with snacks, such as yoghurts and toast with ketchup and at lunchtime she cooks a variety of hot meals. These meals typically consist of fish, fresh vegetables and pasta. Therefore, children's nutritional needs are suitably enhanced. The childminder keeps her home very clean and makes the environment welcoming to both children and their parents. For example, she displays children's art work and photographs of them engaged in a suitable range of activities. Children have some opportunities to play outside in the fresh air. They are encouraged to exercise their bodies by running in large open spaces and use climbing equipment in the local park. Consequently, they develop their physical skills whilst being in the fresh air. Children learn about appropriate hygiene routines as the childminder gives them support to wash their hands throughout the day. For example, they wash their hands after using the bathroom.

Children are beginning to learn about their own safety. This is because they participate in the practising of the fire drill. Therefore, they know what to do in the event of an emergency. Children also learn how to keep safe as they receive regular reminders from the childminder. For example, she reminds them about holding hands and walking near adults when they walk to and from the local park. She supervises children closely, however, sometimes unsuitable items, such as nappy cream and air freshener, are left at child height in the bathroom where children can access them. Children's behaviour is generally good. The childminder manages any undesirable behaviour according to their age and stage of development. Children's good behaviour is also celebrated. For example, the childminder claps and says 'super' when children correctly name the colour of the roots of the onion as 'green'. The childminder encourages children to relate to and form attachments with other adults and children. For example, by attending play sessions at the local children's centre. These developing skills help to support children when they move onto their next stage, for example to another provider.

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

There is suitable capacity to improve outcomes for children and their families. Sufficient monitoring of the educational programmes ensures the childminder is able to deliver a variety of experiences that help children make satisfactory progress. The childminder has adequately addressed the actions and recommendations raised at the last inspection. This has had a positive impact on the children's learning. The childminder has identified some of her strengths and any areas for improvement. For example, she shares she feels she needs to increase her understanding and confidence of reading and speaking in English. The childminder is becoming familiar with guidance such as the 'Development matters in the Early Years Foundation Stage'. Parents are included in the self-evaluation process as the childminder asks them to share their thoughts through completing brief questionnaires.

The inspection took place following a concern about the childminder exceeding the minimum adult to child ratios. This happened because the childminder misunderstood the definition of children being in full-time education. She has since sought further guidance from the local authority development officer to clarify her understanding of the requirements to ensure this does not occur again. The childminder and her co-minders monitor ratios and use an assistant to help them provide children with sufficient adult support.

The childminder takes some steps to ensure children's safety. For example, she checks the safety of the premises before the children arrive. However, their safety is not always fully assured throughout the day because at times small amounts of chemicals are left within the children's reach in the bathroom. This is a breach in requirements on all registers. The childminder has some understanding of safeguarding requirements. She is aware of who she needs to contact if she has any concerns about a child's welfare and she holds relevant contact details for her Local Safeguarding Children Board. Information for parents about who to contact if they have a concern is prominently displayed in childminder's entrance hall. All adults living and working on the premises have completed Disclosure and Barring Service Checks. Therefore, children are cared for by adults who are suitable to do so. The childminder has a current first aid certificate. Therefore, she can provide appropriate care when the children are ill or involved in an accident.

Partnership with parents and carers are satisfactory overall. They are provided with lots of information about the service through the childminder's written policies and procedures. She talks to parents about their children's progress and is beginning to develop children's learning journeys to more effectively share their children's learning with them. The childminder is aware of the benefits of developing partnerships with other providers when children attend more than one setting at any one time. Therefore, children can be provided with a consistent approach towards their education and care. Parents spoken to during the inspection share 'they are very happy with the service because their children are happy to come to the childminder everyday'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- make sure the premises are safe for the purposes of childcare (compulsory part of the Childcare Register).
- make sure the premises are safe for the purposes of childcare (voluntary part of the Childcare Register).

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	EY426736
Local authority	Coventry
Inspection number	910820
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	23/02/2012
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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