

Inspection date	09/11/2012
Previous inspection date	06/12/2011

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 develops strong relationships with children and parents enabling the transition from home to the setting to be as relaxed as possible.
- The childminder completes detailed observations of the children at play and identifies the next steps in their learning, planning for them effectively.
- Parents are provided with clear information about their child and are provided with written policies and procedures that outline the care provided.
- Children enjoy a wide variety of play experiences and opportunities that maintain their interest and encourages their natural curiosity to learn.

It is not yet outstanding because

- The childminder has not yet introduced the use of self-evaluation into her practice to enable her to identify the strengths and areas for development to enhance the service she provides.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 the safety measures that are in place and discussed safety practices encouraged by the childminder.
- The inspector observed the interaction between the childminder and child present.
- The inspector looked through documentation and children's learning journals.

Inspector

Tracey Boland

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family and child aged three years, in a suburb of Coventry and uses the whole of the ground floor, first floor bathroom and rear garden for childminding purposes.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses. She attends various children's groups during the week and visits local shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder provides care all-year-round from Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

Inspection judgements

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

The childminder demonstrates a good understanding of child development and that all children develop at different rates. Children are actively engaged in a wide variety of age-appropriate learning experiences and opportunities to promote their learning in all areas. Children benefit from a gradual settling-in process, which enables them to become familiar with each other and gives the childminder time to become familiar with their starting points. Good systems are in place for observation and assessment of children's progress and individual planning ensures that the next steps in their learning are identified and provided for. Children are making good progress in line with their starting points and the childminder cross-references with the Development Matters guidance to ensure children are challenged appropriately. The childminder is aware of the requirements of the two-year-old progress check and has begun to collate information to share with parents in readiness for this being completed by health professionals.

Partnerships with parents are good and parents speak positively of the care provided. Daily communication takes place to ensure their child's care routines are known and effectively met throughout the day. During the settling-in period the childminder and parents share detailed information to support the transition from home to the childminder's care. Time spent sharing information, progress and learning journals ensure children's developing needs are identified and effectively planned for.

Children are confident and their independence is encouraged as they enjoy choosing toys that stimulate and encourage their interest and natural curiosity. Children particularly enjoy a wide variety of jigsaw puzzles that provide them with varying degrees of challenge, cars and the garage and enjoy looking for bugs and at objects in the natural

environment. Interactive toys encourage critical thinking and problem-solving skills and various electronic toys are provided that demand a response by pressing a variety of buttons. Opportunities to recognise colour, shape and patterns occur when building and sorting bricks and the children become familiar with numbers by counting in everyday routines and observing visual images of numbers that are displayed.

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

Children play in a warm, welcoming and relaxed environment where their feelings of security and self-confidence are consistently encouraged. Safety is a priority and the childminder undertakes risk assessments both visually and in written form to ensure children are safe at all times. Planning is used effectively to support the prime and specific areas of learning for the children who attend. As a result the childminder is able to meet their needs extremely well and children's personal, social and emotional development is nurtured very well.

Behaviour is good and the childminder actively encourages children's self-esteem through consistent praise and encouragement. Children learn what is acceptable behaviour through good role modelling by the childminder, who discusses any issues that may arise with them enabling them to understand what is acceptable behaviour and why. Distraction is also used for younger children. Excellent relationships have formed between the childminder and children who are confident and very happy in her care. Interaction is lovely and the childminder is very aware of the children's needs, likes and dislikes. Children confidently vocalise their needs and desires, which are consistently met by the childminder.

Children enjoy a range of healthy snacks and drinks provided throughout the day by the childminder and parents provide a packed lunch for their child each day. Dietary needs are known and respected and any medical needs are recorded and met. Children benefit from lots of fresh air each day, walking to and from school and the groups they attend and visiting local parks and places of interest.

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

The childminder has a firm knowledge of the safeguarding and welfare requirements and shares the information with parents during their initial introduction. Her written safeguarding policy outlines her role and responsibility to protect children in her care from abuse and neglect and she keeps her knowledge up to date through ongoing training. Information regarding making a complaint is displayed for parents and the childminder discusses any issues that may arise and tries to resolve them amicably. The childminder has a good knowledge of the learning and development requirements and gains concise information from parents about their child's starting points. The childminder regularly completes detailed observations to see where children are in their development and plans effectively to meet the next steps in their learning.

Partnerships with parents are strong and daily information sharing ensures both parties

are kept informed of progress and any changes of children's needs, enabling them to be well met. Learning journals include photographs alongside observations enabling parents to see their child actively involved in a wide variety of activities. The childminder uses the Development Matters framework to track each child's progress and development easily and discusses ways of continuing their child's learning at home. The childminder is aware of the benefits of sharing information with other providers of the Early Years Foundation Stage to ensure children's needs are consistently met.

The childminder is beginning to identify areas for improvement although systems for self-evaluation are still developing. The childminder seeks and welcomes advice and support from her local authority development worker and implements changes that are suggested to continually improve practice.

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. 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	EY429599
Local authority	Coventry
Inspection number	875923
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	06/12/2011
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 that are usually their 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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