

Inspection date	13/02/2013
Previous inspection date	09/11/2012

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 effectively shares her time between the children. This ensures they all have one-to-one time with her and their individual needs are being met.
- Effective partnerships with parents ensures that they parents are fully involved in their children's learning. This supports the progress they make.
- The childminder has a good understanding of the revised framework including the introduction of the progress check at aged two. She provides parents with a written summary to share with their health visitor, which ensures children get the support they may need.
- Through activities and discussion with the childminder, the children develop a clear understanding of dangers and how to keep themselves safe.

It is not yet outstanding because

- Children are not always fully encouraged to explore how to move their bodies in different ways when playing indoors.

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 activities in the childminder's home.
- The inspector looked around the premises.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a record of children's learning and a selection of policies and procedures.

Inspector

Hayley Lapworth

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 three-year-old son in a suburb of Coventry. The childminder uses the whole of the ground floor, first floor bathroom and rear garden for childminding purposes.

There are currently five children on roll, three 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 between the hours of 8am and 6pm, except for holidays she agrees in advance with parents.

What the setting needs to do to improve further

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

- extend opportunities for children to learn how to move their bodies in different ways when playing indoors, for example, by balancing, twisting, slithering and squirming.

Inspection judgements

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

The childminder has a good understanding of the revised Statutory Framework for the Early Years Foundation Stage. She fully understands her responsibilities with regard to the introduction of the progress check at age two. For example, she knows she needs to provide and share with parents a written summary about their child's development. Therefore, children can get the support they may need. The childminder plans for the children's learning and effectively incorporates their individual interests. A good range of activities are provided that support the children's development across the seven areas of learning. Activities are both adult-led and initiated by the children. The childminder observes the children as they play and makes notes about what they can and cannot do. Using this information she refers the 'Development Matters in the Early Years Foundation Stage' guidance to assess the children's current stage of development. The childminder then identifies what children need to do next or where they may need additional support. Each child has a record of their learning which includes photographs of them, illustrating the activities they enjoy. For example, photographs show children playing on a range of equipment at the local park. Therefore, they are making good progress in all areas of their development. Parents are involved in their children's learning. They are encouraged to share their observations of their children's learning at home. For example, the childminder states that parents tell her that their children can now count up to 10. The childminder shares information with parents about what she has identified as their child's next stage in their development. Therefore, parents are kept informed and effectively involved in their children's learning.

The childminder's home is spacious and well organised. Consequently, children can move freely between activities and safely explore their environment. Resources are attractively displayed in the dining room, which encourages the children to select resources for themselves. They have some opportunities to be active indoors. For example, they safely

run around the furniture following one another. They also play games that encourage them to jump up and down. However, opportunities to explore new ways of moving their bodies, such as slithering, squirming, twisting and balancing indoors are less frequent. Therefore, children are not fully aware of ways they can move their bodies. Children have regular access to outdoor play in the childminder's garden, through trips to the park and at local playgroups.

Children enjoy many creative experiences that encourage them to express themselves. For example, they make models using play dough. The childminder models how to use the dough and the tools and then encourages the children to use the tools with her support. For example, together they push the dough through a tube which produces star shapes. As a result, within a short space of time children have the confidence to have a go for themselves. They are heavily praised by the childminder for using the tools independently, which enhances their confidence and self-esteem. Children are also progressing well in their communication and language development. This is because the childminder sits alongside them as they play helping them to learn new words and correctly pronounce other words they are trying to say. For example, when the children say 'babbit' meaning rabbit, the childminder gently corrects them by repeating the word 'rabbit' a few times over. As she repeats the word she points to the picture of a rabbit. Therefore, they are learning correct pronunciation while looking at the animal they are talking about. The childminder introduces children to new words, such as squishy when referring to the texture of the play dough. She also asks them questions that make them think. For example, she asks, 'What colour play dough would you like to use?' Therefore, children are thinking for themselves and making their own decisions. This helps support children's readiness for school.

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

Children enjoy being with the childminder and her own child. Those who are less settled or unsure about less familiar adults seek comfort and reassurance from the childminder. She responds warmly to their needs with an affectionate cuddle. Consequently, they soon settle and happily engage in a variety of activities. The childminder is able to work with parents and other professionals to ensure children with special educational needs and/or disabilities receive appropriate care. This enables them to reach their full potential.

Effective procedures are in place to help children settle in the childminder's care. She spends time with the children's parents in the early days finding out about their current stage of development, their individual needs and preferences. The childminder obtains information on parents' wishes and children's daily routines, which helps promote a sense of security. Through spending time with other children and adults the children are encouraged to form relationships and attachments. These developing skills help to support children when they move onto their next stage, for example, to another provider or onto school.

Children's behaviour is good. The childminder encourages children to use their manners, share the toys and show kindness towards one another. For example, when one child has two cars and their peers have none she encourages them to give one to their friends. The

childminder also explains to them why it is good to share; consequently children are learning to play harmoniously together. The childminder sets clear house rules and boundaries and reminds the children of her expectations. For example, she reminds them that they need to tidy some of the toys away before accessing others. As a result, their safety is enhanced as tripping hazards are minimised. In addition the childminder carries out daily checks of the premises to ensure children are safe.

Children's health is effectively promoted. The childminder encourages the children to follow effective hygiene procedures and practices. For example, they are encouraged to wash their hands prior to eating and after using the potty. The childminder provides the children with nutritious snacks, such as grapes, apples and bananas. Parents provide their children with packed lunches which the childminder appropriately stores. She talks to parents about good foods to put in their lunch boxes and monitors what the children eat. The childminder also talks to parents if their children are disinterested in the food they have provided and suggests ideas of healthy alternatives. As a result, their nutritional needs are met. All children have access to physical play and exercise each day. For example, they walk to and from local schools and play groups. They also go on nature walks collecting leaves and play on equipment in the local park. Therefore, they are spending time in the fresh air, having fun and their physical development is being effectively enhanced.

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

The childminder is fully aware of her responsibilities with regard to protecting children from abuse. She has attended safeguarding training and continues to keep her knowledge fresh through materials provided by her local authority. She is fully aware of the procedures she must follow if she has a concern about a child in her care. The childminder fully understands the need for confidentiality and has a safeguarding children policy which is shared with parents. Therefore, that they are clear about the childminder's responsibilities in keeping children safe from harm. All adults living on the premises complete Disclosure and Barring Service checks. In addition the childminder understands that any person who has not been checked is not allowed unsupervised contact with the children. Therefore, children are kept safe.

Children are well supervised and areas used by the children are effectively organised to enable them to move around the premises freely and safely. The childminder provides safety gates to make some of the areas inaccessible to children including the staircase leading to the first floor. Consequently, young children are prevented from climbing and falling. Fire safety equipment is in place and the evacuation plan has been practised with the children. Children are learning about how to keep safe when they are near roads. This helps them to begin to learn how to keep safe on walks to and from school and what to do in the event of an emergency.

There is good capacity for improvement for children and their families. The childminder is keen to provide a good quality service where children learn and develop in a comfortable environment. Since registering, the childminder has undertaken a training course in

safeguarding children and first aid. A recommendation raised at her previous inspection has been addressed. This has had a positive impact on the identification of the setting's strengths and areas for improvement. The robust monitoring of the educational programmes ensures the childminder is confident in delivering a variety of experiences that help children make good progress.

Good partnerships with parents have been established. Information about the childminder and her family are shared with parents at the onset of care. She makes them aware of her experience and training she has attended through the sharing of her certificates. The childminder displays her certificate of registration and other useful information for parents to see. Parents are informed about their child's achievements and progress and where they may need additional support. The childminder is aware of the benefits of developing partnerships with other providers in the event of children attending more than one setting at any one time. Therefore, children can be provided with a consistent approach towards their education and care.

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	902309
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	09/11/2012
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 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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