

Inspection date

27/09/2013

Previous inspection date

19/03/2013

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

- Children's emotional security is addressed well by the childminder. They are happy, settled and secure and the relationship between the childminder and children is good.
- Children learn through play in an environment that is safe and secure. They are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm. Children's good health is given a high priority.
- Children's mathematical learning is promoted well by the childminder as she supports their play activities. Children confidently use mathematical language, count and compare different sizes and colours.
- The partnerships with parents and other early years providers are effective in ensuring that each child's care and learning needs are well met. Consequently, children make good progress.

It is not yet outstanding because

- The development of children's speaking skills is not fully maximised. This is because the childminder does not always ask children open-ended questions when she talks with them, or give them time to think and then respond to her questions.
- Some planned activities are tidied away after a given period of time, or when children decide to play with something else. Consequently, children are not always able to choose to return to activities that they have enjoyed.

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 as children played in ground floor play space and the outdoor play area.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Jan Burnet

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives in Coventry with her husband and two children aged 15 years and eight years. The childminder's husband occasionally works with her as an assistant. The whole of the ground floor, the first floor bathroom and additional toilet and hand washing facilities off the outdoor play area are used for childminding. An enclosed garden is used for outdoor play. The family has a pet cat. The childminder walks with children to and from a local school and pre-school.

There are currently eight children on roll. Of these, five are in the early years age group and three of them attend the Reception class in school. The childminder cares for children all year round, except for bank holidays and family holidays, Monday to Friday, from 8am until 6pm. She is a member of the Professional Association for Childcare and Early Years and holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- make sure that when asking children questions that these are open-ended and give children time to think about what they want to say and put their thoughts into words
- extend opportunities for children to make decisions for themselves, for example, by not routinely tidying activities away after a planned period of time, so that children can return to the activity when they choose to do so.

Inspection judgements

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

Children make good progress. They are happy and confident and the childminder ensures that they are challenged effectively, so that they reach the next stage in their learning. She works well with parents because information on achievements at home and while the child is with the childminder is regularly shared. Good communication with other early years providers ensures continuity of care and learning for children. The childminder supports children well, so that they develop skills in readiness for nursery class and school. She is aware of the requirement to provide parents with a progress check at age two and

completes this where necessary.

Children are encouraged to choose resources that are stored well, so that they can easily select for themselves. Outdoor play is promoted by the childminder and she ensures that children can access resources, such as chalks and water play as well as climbing and ride-on equipment. Children enjoy exploring the nature garden created by the childminder under trees at the top of her garden. There are logs, bushes and a bark surface and children explore the area to find bugs. Their mathematical learning is promoted well by the childminder because she encourages children to compare sizes and they talk about daddy, mummy and baby bugs in accordance with the size of the ones they find. They enjoy planting and growing and their learning is supported well with trips to the garden centre. They learn that information can be gained from print because they help the childminder choose books at the library on plants that they are growing. Mathematical learning is promoted because children count out the seeds that they plant.

The childminder draws up a routine and a plan of activities for each week, although, this is flexible in accordance with children's different interests. They enjoy playing with play dough and the childminder supports their learning well because she encourages children to talk about colours and make marks in the dough in different ways. Children chat with the childminder and she promotes their language development well. However, she does not always extend children's thinking and speaking skills with full effect. This is because her questioning is sometimes closed and when questions are open-ended she sometimes answers herself before a child has the opportunity to do so. Children are interested when the childminder shows them how to make the marks that represent the first letter in their names and make the letter sounds. The childminder talks with children about other words that begin with the same sounds. Children explore the texture of the dough, with their hands and also by holding the smooth dough against the side of their faces. They practise manipulative skills as they use rollers, cutters and plastic knives. Children are still interested and involved in the activity when the childminder suggests that they might like to play outside. However, she asks them to tidy away the dough and so choices for children are not maximised because they are then unable to return later to this popular activity.

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

Children are settled, happy and emotionally secure. Relationships are good and their personal, social and emotional development is addressed well by the childminder. A settling-in period is discussed and agreed with parents in accordance with children's different emotional needs. Children are prepared well for their transition into other early years settings and reception class in school. For example, they socialise with other adults and children at groups. The childminder identifies the importance of positive reinforcement as a strategy for managing children's behaviour. In order to boost children's self-esteem she makes sure that they are praised for positive behaviour. Resources are safe and meet children's learning and development needs well. Children's independence is promoted effectively.

The childminder creates a warm and welcoming environment for children and their parents. Clear admission information obtained from parents ensures that individual care needs are well met. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected because the childminder encourages them to be physically active. They are developing an ability to attend to their self-care needs. Children's welfare is addressed effectively because the childminder ensures that the environment is healthy and safe. She teaches children how to keep themselves safe. For example, they know why they must hold hands when they are out walking, why they cross the road with the 'lollipop' person and why they must look and listen. The childminder has produced a booklet to aid children's learning. Children's well-being is promoted well by the childminder. She provides healthy food and uses her food hygiene knowledge effectively to protect children's good health.

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

The childminder ensures that her home is safe, secure and welcoming. She is aware of her responsibilities with regard to safeguarding children. All necessary checks have been completed for members of the household aged 16 years and over. The childminder ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Coventry Safeguarding Children Board procedures.

The childminder monitors the educational programmes to ensure that children make good progress. She is aware of and addresses well the requirements within the Statutory framework for the Early Years Foundation Stage. In order to review and improve her practice she attends training courses, gathers information from early years websites and shares good practice ideas in childminders' forums. Recent changes to her provision include a review of the range of art and craft activities available and an evaluation of activities to identify what went well and what could be improved. Her current priority for improving her practice is to improve outdoor learning for children and learn more about Forest School. An action raised at the time of the last inspection with regard to adding more detail on hours to the attendance record has been addressed and all required documentation is kept up to date and in good order. Resources meet children's different learning needs effectively and are maintained in a good state of repair.

Good communication between the childminder and parents means that children's care and learning needs are met well. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. Parents views on the service provided are requested, in order to improve practice and a range of written policies successfully reflect the service provided with regard to meeting children's needs. The childminder has developed good links with other early years providers and teachers,

in order to ensure continuity of care and learning for children.

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	EY430563
Local authority	Coventry
Inspection number	916056
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	19/03/2013
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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