

Inspection date

Previous inspection date

01/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 provides a caring environment where appropriate bonds and secure emotional attachments are formed.
- The childminder is building solid links with parents, carers and other settings and professionals involved in supporting children's care and education.
- The childminder is providing a good range of opportunities for children in and around their local community which follow their individual interests.

It is not yet good because

- Children's learning journeys do not include the valuable assessment information relating to the prime and specific areas of learning. As a result, there is too little an account of what children already know and can do, and their next steps for learning and development are not clearly identified.
- Although the childminder has good intentions for future developments, the current system of self-evaluation does not include the views of others or clearly identify strengths or weaknesses in current practice.

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 compulsory part 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 living room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
The inspector looked at documentation including children's learning journeys,
- children's records, the childminder's self-evaluation form and a selection of policies and procedures.
- The inspector also took into account the views of parents from written references.

Inspector

Lucy Showell

Full Report

Information about the setting

The childminder was registered in 2012. She lives in Warwick with her husband and two children aged six and four years. The whole of the property is used for childminding and a back yard and local park are available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and the compulsory part of the

Childcare Register. There are currently three children on roll who are within the early years age range. The childminder provides care on weekdays, all year round. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- improve knowledge and understanding of the prime and specific areas of learning so that the educational programme can be shaped using informed observation, assessment and planning for children's next steps in learning and development.

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

- develop further systems of self-evaluation which takes into account the views of others and derives from careful monitoring and analysis so that strengths and weaknesses are identified and a clear improvement plan is implemented.

Inspection judgements

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

The childminder is increasing her knowledge of the learning and development requirements within the Early Years Foundation Stage. She has a good understanding of child development and identifies possible activities to enhance children's learning. However, the observations and assessments of children's progress with reference to the prime and specific areas of learning are not recorded. As a result, although children do make progress, planning is not systematic enough to challenge children or help them make the most of the activities provided. While the childminder has only been caring for the children a short while, she works with parents and carers to help children settle. Through discussions, the childminder finds out about children's starting points and interests and builds on this information. She has a programme of events within the local community to take the children to which link to this. For example, she visits different children's centres which provide a range of experiences that foster their social skills, such as baby groups, play and stay sessions and speech and language groups. She also uses these facilities to gain further advice and support and to meet up with other childminders to discuss and share ideas of best practice. In addition to this, she uses local parks for outside play and attends a music group depending on the individual children's interests and abilities.

At the setting, children are engaged in activities suitable for their age and stage of development. They are encouraged to choose from a good selection of resources, some of which are borrowed from the toy library and specifically selected for the children in her care. For example, an activity table provides support and interest for a baby who is

beginning to pull themselves up to stand. Construction bricks are enjoyed by all children, who make some colourful structures and develop counting and colour recognition. Puppets are used as props for singing and action rhymes and to enhance stories. Children follow the example of the childminder, who shows them how to use a roller to make patterns with the paint or use sponges to print shapes. Throughout this, the childminder encourages communication skills by ensuring the children have time to speak and listen, and for those who may find it difficult she simplifies and uses hand gestures to reinforce their development at their pace. As children play the childminder recognises their achievements, such as placing objects into a shaped tray. She offers plenty of praise, which is greatly received, and makes a note to herself to obtain some inset puzzles to extend this learning.

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

Children are developing warm relationships and secure bonds with the childminder, turning to her for reassurance and comfort when they are tired or unsettled. For children who attend other early years settings the childminder is developing sound partnerships. Sharing of information on a regular basis ensures that children receive consistent and complementary experiences and transition between settings is smooth. Children are very much at home in their surroundings and are becoming more aware of safety. Through gentle reminders during play they sit carefully at the table and put down items that are heavy and may cause them to trip. This practice supports the childminder's risk assessments and ensures children are helping to manage their surroundings and that hazards are minimised.

The childminder is a good role model and use of consistent strategies and age and stage appropriate explanations provide children with a clear understanding of acceptable behaviour. The childminder encourages good manners and helps children to take care of their environment and resources by tidying up together when they have finished playing. Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. Any formula feeds for babies are prepared in line with current health and safety guidance, and weaning programmes are followed in agreement with parents. For other children light snacks and meals are provided which can be prepared quickly so that the childminder does not spend time away from the children in the kitchen. She encourages them to try healthy options, such as fruits and yoghurts, before treats which are served in a manner that supports good health.

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

The childminder has reasonable understanding of her responsibilities in meeting the learning and development requirements within the Early Years Foundation Stage. Considering that she is a new childminder, she is becoming more aware of the importance of assessing and monitoring the planning and delivery of the educational programmes. Some well-written policies and procedures are in place to support the management of her setting. These demonstrate she has a sound level of understanding of the safeguarding

and welfare requirements. She is considering additional training and recognises the importance of keeping up to date with her knowledge and skills. However, a system of self-evaluation which takes into account the views of others and derives from careful monitoring and analysis is not established. Consequently, while improvements are being made, clear strengths and weaknesses have not been identified and priorities for progress are not in place.

The childminder takes care to build relationships with parents and carers and obtains useful information about the children. Initial details about care routines and likes and dislikes are shared through completion of child information records. Further information is discussed as an ongoing process. This ensures that those involved with the children have a good understanding of any particular requirements or additional support needed for individuals. Parents and carers speak highly of the childminder's services and her commitment to meet their children's needs. Recent comments include: 'within a homely environment our children are learning as well as playing' and 'The childminder has a great way of making my child feel comfortable and she goes at his own pace... he has now built a lovely relationship with her and it is reassuring to know he is with someone who makes his interests and safety their priority'.

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	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	EY444735
Local authority	Warwickshire
Inspection number	789354
Type of provision	Childminder
Registration category	Childminder
Age range of children	3 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
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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