

Inspection date

Previous inspection date

03/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 provides a caring environment where appropriate bonds and secure emotional attachments are formed.
- The childminder provides a good range of opportunities for children in and around their local community. These follow children's individual interests and ensure they are developing a secure understanding of diversity and the world around them.
- Parents are enthusiastically encouraged to share details of their children's learning, which the childminder uses with her own observations to plan future learning opportunities.

It is not yet outstanding because

- There is scope to improve the planning of activities, following on from the observations and assessments, to ensure children are provided with experiences to challenge and support their individual learning.
- The childminder's reflections on practice and the views of others are still to be fully consolidated so that priorities for improvements can be clearly identified and actions taken to best effect so that the quality of care continues to develop.

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 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 qualifications and training certificates 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 with her child aged five years in Bishops's Tachbrook, Warwickshire. Children play in the dining room, lounge and conservatory and there is direct access to a large garden which is on two levels. There are toilet facilities on the first floor. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll who are in the early years age group and attend at various times through the week. The childminder is able to take children to and from local schools.

What the setting needs to do to improve further

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

- improve links between next steps and planning to ensure the activities provided are accurate to children's learning and show how well they progress during their time in the setting
- develop further systems of self-evaluation which take into account the views of others and derive 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 bases her practice on a secure understanding of how to promote the learning and development of young children. Her high expectations are formed through good knowledge of the children through taking time to observe and assess their progress. While children are settling in at the setting, the childminder encourages parents to contribute extensive information about their children. She then uses this information, along with her own observations, to best effect, forming the starting points for children's learning. She identifies next steps in their development, however, she does not always use this when planning activities. This means that because the opportunities are not focused on their progress children's development may be hindered. The childminder shares valuable information with parents so that they are involved in their child's learning. This includes communication books with accurate records of the day's events and learning journeys with photographs of the children enjoying activities and details of children's development across the seven areas of learning.

Children are developing confidence and self-esteem with the childminder. For example, they show their strong sense of belonging as they freely access the resources available. They delight in pressing the buttons on activity toys and clapping to the music as it plays. New language is encouraged as the childminder talks with the children about what they are doing and offers explanations and words for them to repeat. Children show great interest in the resources available. They sit engaged as they turn pages and lift the flaps

or listen to the childminder as she tells the story. Consequently, they are developing important social and language skills to support their future learning. There are currently no children attending who have special educational needs and/or disabilities or who speak English as an additional language. However, the childminder is fully aware of the importance of effective communication with other professionals to ensure diverse needs are well provided for. Children enjoy regular walks and visits, making best use of the facilities in the local community. They feed the ducks, play on equipment at the park or join in sessions at local toddler groups or the children's centre, all of which give children effective opportunities to explore the world around them.

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

Children settle well with the childminder, who provides plenty of cuddles, praise and encouragement. She supports their need for reassurance and uses good distraction techniques if they become upset or tired. She encourages children to be considerate to others through good opportunities to share, take turns and play cooperatively. Children are at home in their surroundings and are becoming more aware of safety. They receive gentle reminders to sit carefully at the table while eating and not to pull at the Christmas tree or fire guard. This practice supports the childminder's risk assessments and ensures children are helping to manage their surroundings, which are safe, and 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 some 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. In the bathroom each child has their own coloured towel which they identify as theirs and make sure this is what they use to dry their hands. These skills support children's next stage in their learning, preparing them for their transitions both within the setting and to other settings and on to school. Parents provide a good range of snacks and meals. The childminder encourages them to try healthy options, such as fruits and yoghurts, before treats, which are served in a manner that supports good health. She also ensures she fully understands any specific dietary requirements or health needs and is able to care for each child appropriately.

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

The childminder has good 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 very aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and adapts her practice accordingly. She has well-written policies and procedures in place to support the management of her setting, which demonstrates 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, there is scope for more reflection on practice and consideration of the views of others. As a result, clear strengths and weaknesses are not fully identified and priorities for improvement are not yet established.

The childminder takes care to build relationships with parents and carers and obtains valuable information about the children. Extensive details, such as care routines, likes and dislikes, family members and favourite resources, are shared through discussion and by completion of child information records. Further information is discussed as an ongoing process. This ensures that the childminder has good understanding of any particular requirements or additional support needed for individual children. She recognises how important it is to communicate well with parents and other professionals to ensure their good practice meets the needs of all children.

For children who attend the setting around their school day, the childminder is developing good partnerships. She shares valuable information with teachers at the school on a regular basis. This ensures that children receive consistent and complementary experiences across settings. Parents and carers speak highly of the childminder's services and her commitment to meet their children's needs. Recent comments include: 'you have made my children feel at ease and comfortable so quickly. There has been a bond developed already and they are so happy and settled' and 'They are so well looked after... a great experience for us as parents but the most important thing is a fantastic experience for the children'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY448463
Local authority	Warwickshire
Inspection number	803319
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
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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