

Inspection date

Previous inspection date

21/05/2013

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 plays alongside the children, he intervenes in their play and offers support at appropriate times to enhance their learning. Therefore, they are making good progress in their learning and development.
- Children's safety is assured because they are appropriately supervised at all times. The childminder supports them in using tools and equipment and makes them aware of their own safety.
- The childminder has developed strong partnerships with the children's parents, he shares information with them about their child's recent achievements. Therefore, they are kept fully informed.
- Children's social and emotional needs are well met by the childminder. He shares warm relationships with them and is sensitive towards their needs. Consequently, they are settled and happy in his care.

It is not yet outstanding because

- There is scope to extend the way in which children's home language is used in the environment, in order to support children's early literacy and communication development and to ensure that the environment is highly representative of all children and their family's backgrounds.
- Arrangements for sharing information with other early years settings that children attend are not fully implemented to help ensure continuity in children's learning.

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 in the childminder's home and garden.
- The inspector spoke with the children's parents.
- The inspector spoke with the childminder and his co-childminder's at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, the childminder's self-evaluation document and a selection of policies and procedures.

Inspector

Hayley Lapworth

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and three adult sons in the Holbrooks area of Coventry. The childminder works alongside his wife and one of their adult sons who are also registered childminder's. The childminder uses the downstairs area of his home for childminding. He takes the children to activities in the local community and drops off and collects children from local schools. The childminder cares for children with English as an additional language.

The childminder currently has 18 children on roll, 10 of whom are in the early years age group. Children attend on a full and part-time basis. The childminder operates each week day from 7am to 6pm, all year round, except for holidays that are discussed with parents in advance.

What the setting needs to do to improve further

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

- display words from different home languages and invite parents and other adults to contribute, so that all children and their family's backgrounds are celebrated and children's early literacy and communication skills are further enhanced
- build on the sharing of information about children's learning and development with other early years settings children attend, in order to better support continuity of learning.

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 current guidance, including the progress check at aged two. Space is organised within his home to ensure children can move freely between activities and lead their own learning. Resources are plentiful and well deployed in the childminder's home and large garden. On a daily basis children have access to a broad range of play that incorporates their interests and the seven areas of learning. The childminder provides a balance of adult-led and child-initiated activities. Children make good progress in their learning and development because the childminder has developed secure systems to monitor and track their learning. He undertakes short observations of the children's learning and then assesses what the children can do and where they may

need additional support. Their next steps in their learning are then effectively carried forward to future planning and shared with their parents so that they have opportunities to support children's learning at home. Each child has an attractively presented learning journal containing photographs of them involved in a good range of hands-on experiences. Toddlers through to pre-school children regularly make choices for themselves about what they would like to do. They choose between sand and water play in the garden and between role play and looking at books indoors. In addition, all ages of children regularly make choices about where they would like to play. This is encouraged as the childminder effectively promotes a free-flow environment between indoor and outdoor spaces.

Children are beginning to learn about the natural and wider world. This is because the childminder encourages them to look at bugs and insects that live in his garden. He helps them to learn about animals and their habitats and how to make a bird box, for the birds to feed from. He supports them in using tools, such as hammers and nails to create the bird box. In addition they learn about what birds like to eat and are encouraged to take time and watch for birds coming into the garden. The childminder also effectively helps the children to understand the importance of recycling. He supervises them to use tools to deconstruct a table that is no longer suitable for use. For example, they use hammers and screwdrivers to remove screws. They learn how to manoeuvre a wheelbarrow to transport the materials to the childminder's car boot ready to go to the recycling centre. As a result, children are learning skills in becoming environmentally friendly.

The childminder promotes children's skills in communication and language effectively. On a one-to-one basis and with small groups of children the childminder makes good use of a range of books. For example, some books encourage children to interact and move a teddy-bear up and down on a slide. Other books are used to help children learn the names of animals and count in numerical order. For example, the childminder asks the children to find the animals in the book and asks the children the animals names. The childminder also extends their learning by asking them if they know what sound the animals make. Children respond excitedly by calling out, 'ribbit', 'ribbit' for a frog. The childminder effectively considers the children's development during these activities and presents the younger children with simpler challenges. For example, he asks them if they know what noise a cat makes, younger children respond by saying 'meow, meow, meow'. Consequently, all children are involved and therefore, feel valued and included. Children who speak English as an additional language are supported by the childminder who uses a range of resources with them in their play and learning. For example, he uses a multi lingual pen to read words in a range of languages from a word bank. Children are also encouraged to use their home language in their play and learning, and a small welcome poster reflects many languages. Therefore, language diversity is beginning to be embraced. However, the childminder does not display words around the children's play areas in languages other than English. Consequently, there is scope to further enhance children's early literacy and communication skills, and to extend the celebration of the home languages of all children and their families.

Children's physical development is positively promoted by the childminder. They spend good amounts of time each day in the childminder's garden and visit local play centres and groups. They participate in activities, such as, pouring water down drain pipes into a bucket, climbing on the climbing frame, sowing seeds and nurturing plants and

vegetables. Therefore, children are gaining a range of physical skills that help to prepare them in readiness for school.

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

Children's behaviour is good and their personal, social and emotional development is enhanced. This is achieved because the childminder plans a good variety of activities that keeps the children stimulated and engaged. He also consistently implements his 'handling children's behaviour' policy, helping children to learn right from wrong. For example, he reminds children how they need to behave in the local community, especially when they are near roads. The childminder creates opportunities to encourage the children to share and take turns. During small group activities children are encouraged to sit and wait until their name is called to take their turn. For example, in turn, they are called to choose a small cube from 'Poppy' the magic opening, smiley faced, large cube.

The childminder helps the children to learn about their own personal hygiene and how to prevent the spread of infection. For example, prior to eating meals and after using the bathroom they are encouraged to become independent in washing their hands. They sing songs that help promote their understanding, such as, 'This is the way we wash our hands, when we have been to the toilet'. As they sing they practice hand washing techniques by rubbing their hands together. Children of all ages are effectively encouraged to develop a healthy lifestyle. This is because the childminder places a high emphasis on being active outdoors in the fresh air. Children have many opportunities to run and exercise their bodies and also play undercover outdoors in less pleasant weather. The childminder has a good knowledge of young children's nutritional needs and he provides food accordingly. For example, snacks include fresh fruit, such as, satsumas, bananas and apples. Children also learn about their own safety. For example, the childminder encourages them to look left and right before crossing the road.

Children are very settled in the childminder's home because their parents are invited to spend time with them getting to know the childminder at the onset of care. Parents are encouraged to share information about their child's likes and dislikes and their interests. Consequently, the childminder is able to provide care tailored to their individual needs. The childminder shares warm relationships with the children who love spending time with him. As a result, they form attachments, are relaxed and happy in his care. The childminder ensures that children are well prepared for their transition into other early years settings and reception class in school. For example, they socialise and build relationships with other adults and children when the childminder takes them on outings.

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

Children are fully safeguarded as the childminder has a secure understanding of safeguarding requirements. He is aware of who he needs to contact if he has any concerns about a child in his care. The childminder holds relevant contact details for his Local Safeguarding Children Board and information regarding child protection is made available to parents. The childminder and his co-childminder's and all other adults living on

the premises have completed Disclosure and Barring Service Checks. Welfare requirements and children's safety are effectively promoted as the childminder risk assesses his premises and considers any potential risks. For example, he has assessed the potential risks to children when out in the local community, with specific reference to the crossing of main roads.

There is good capacity for continuous improvement. Effective practice is in place to monitor the educational programmes and improve learning opportunities for children. Self-evaluation is effective because the childminder identifies his strengths and identifies any areas that require improvement. For example, he identifies that he needs to increase in his confidence when assessing children's learning. He has also identified that children would benefit from more space to play indoors. Therefore, he has devised an action plan and has applied for planning permission to extend his premises. Parents are verbally asked to share their thoughts about the service the childminder provides. Therefore, they are fully involved in the life of the setting. The childminder is keen to develop his confidence and professional knowledge. Therefore, he attends short courses provided by his local authority and plans to undertake a childcare qualification in the near future.

Strong partnerships with parents have been established. They are fully involved in their children's learning because the childminder provides good amounts of information about their children's development, for example, through the sharing of their learning journals and verbal communication at the start and end of the day. The childminder displays his certificate of registration and other useful information in a prominent position in the entrance hall. Parents comments about the service include, that their children 'love playing at the childminder's home'. They say that the childminder and his co-childminder's provide their children with 'genuine, loving care'. They especially appreciate the support and advice the childminder gives them. The childminder has experience in supporting parents and their children through their concerns, such as potential bullying at school. He is aware of the benefits of good partnership working where children attend more than one setting and demonstrates how this can be achieved. However, this has yet to be fully implemented in order to ensure continuity in children's learning.

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
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	EY458320
Local authority	Coventry
Inspection number	897024
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
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, 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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