

Inspection date

Previous inspection date

25/03/2014

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 establishes warm, affectionate bonds with children. This results in children feeling very safe, settled and secure while they are in her care.
- Teaching is good as the childminder is aware of what arouses children's interest and uses this well to promote all areas of their learning. For example, everyday routines, planned and spontaneous activities and regular outings further extend children's knowledge and make their learning fun and enjoyable.
- Each child is treated as a unique individual and the childminder responds to their differing needs so that they flourish and grow in confidence.
- Positive relationships are established with all family members so that they can join in and support children's care, learning and play, helping them to feel valued and included.

It is not yet outstanding because

- There is scope to challenge more able children even further so that their critical thinking with regard to quantity, number and size is consistently promoted.

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 children's spontaneous play and a focused activity lead by the childminder.
- The inspector observed children having their lunch.
- The inspector spoke with the childminder about her routines and activities and engaged with the children.

Inspector

Sally Smith

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged nine, seven and three years in a house in Church Lawford, Rugby. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play. The family has two dogs.

The childminder attends various groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, who are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays.

What the setting needs to do to improve further

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

- challenge more able children even further to consistently stretch their critical thinking, particularly regarding quantity, number and size.

Inspection judgements

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

Children's learning and development is supported most effectively as the childminder continues to develop a good understanding of the Early Years Foundation Stage requirements. She quickly gets to know the children well, through her own observations as she watches them play, combined with the detailed discussions she has with their parents. This provides her with an accurate picture of children's individual preferences and these are fed into the planning so that they are motivated to play and learn. For example, football is a particular interest for one young child, so being outdoors is a regular feature in his play. The childminder uses the opportunity to perfect and refine his skills even further, building on what he practices at home with his father. Other children also enjoy being outside and the childminder skilfully weaves their interests into the outdoor environment. An older child likes to take the dolls in a pram and push them along, while gathering various treasures, such as flowers to place in her bag. This provides opportunities for older children to talk about what they see around them, while younger children learn new words as they put names to objects, animals and people. Being outdoors enables them to engage in a range of physical activities, such as running, jumping, climbing and jogging up and down on the spot. Mathematical concepts are included as they count how many pushes are required on the swing for them to reach the sky. Older children are very keen to show off the latest dance moves they have learnt,

wiggling their bodies, twisting up and down and performing star jumps. This helps to promote a positive attitude to exercise.

The childminder has a good understanding of how to promote progress within both child and adult led activities, providing a balanced approach in supporting children's play and learning. She carries out regular assessments based on her observations. Resources, such as the 'Early Years Outcomes' are used to track children's progress and this information is recorded in children's individual learning records, which indicates how they are achieving and progressing. The childminder plans for their next steps, which provides effective challenge for children. This could be enhanced even further to consistently stretch more able children's critical thinking, particularly regarding quantity, number and size. Nevertheless, children have immense fun and enjoyment in all that they do and participate eagerly. They each approach an activity in different ways dependent on their age but are all included and absorbed in their play. For example, children are provided with a large tray of rice and a variety of containers with the aim of making musical instruments. Children choose their own way to fill these, some using scoops and spoons, while others use their hands. Older children concentrate as they carefully curl their fingers around into the palm of their hand to make a funnel in which to pour the rice into the nozzle of a plastic bottle. Younger children prefer to pour their rice from one container to another repeatedly. They then explore further as they tip it on the floor and make swirls and various patterns with their fingers and hands.

The quality of the childminder's interactions to support children's learning is good. She encourages them and asks them what they are drawing, helping to develop their early writing skills. Children follow their own ideas and a child is praised by the childminder for his, 'Good thinking' as he gets various trucks to place in the tray and fill them up with rice. She draws his attention to the patterns the tyres make and he carefully studies these as he moves the truck backwards and forwards. An older child decides she has placed enough rice in her container and attempts to screw on the cap. Initially, she is unable to perform this task, but rather than do it for her, the childminder provides careful instructions as to what she must do. After several attempts, the child succeeds and shakes her instrument with glee. She duly receives praise from the childminder for her accomplishment. This positive interaction from the childminder helps to instil confidence in children and raise their self-esteem. In addition, it helps to promote their independence and important skills for their future learning. Overall, children make good progress in a setting where they experience a wide range of activities reflecting each of the different areas of learning. They grow and thrive in the nurturing care offered by the childminder.

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

The childminder forges positive relationships with parents based on openness and trust. From the start, information is regularly shared in a relaxed and informal way. The childminder establishes children's likes and preferences at the start of the placement, enabling her to tune into their individual needs. Settling-in is dependent on each child and therefore takes as long as necessary to help them feel secure. This helps children to move at their own pace and become confident in their new environment. As a result, their anxieties are lessened and the transition from home to the childminder is as seamless as

possible.

The environment is very well-organised and resources are easily accessible for children so that they can select what interests them at any one time. This also enables them to move resources around and use as they see fit, following their own lines of enquiry. For example, children decide to make lunch of, 'sausages and strawberries', rolling, pressing and cutting the dough into shape. Plates are found so that the food can be served to the childminder, inspector and a selection of dolls. Resources are of a good quality and there is an extensive range to choose from, helping to fire their imaginations. This helps to contribute to the sound progress they make in relation to their individual starting points. Good hygiene practices prevail as children wash their hands at the appropriate times, for example, after stroking the dogs. They use their own personal hand towels which are washed and changed regularly and therefore, this helps to minimise potential cross-infection. Healthy meals and snacks are provided, attractively presented in individual bowls. Fruit, vegetables, meat and cheese is cut into bite-size pieces as the childminder has quickly established that children are more inclined to try different foods when presented in this way. Children are provided with choices, such as whether they would prefer apricot, strawberry or raspberry yoghurt to eat. In addition, the social aspect of mealtimes, whereby children sit together to eat, means they try different textures and flavours. Discussions also highlight good foods to eat, helping children to develop a positive attitude to food and healthy eating.

Children quickly learn routines and boundaries through role modelling and clear instructions from the childminder. She ensures that children are familiar with expectations through continual reinforcement and discussion. The hands on the clock are used to help promote sharing as the childminder says they can have five minutes each with a particular toy. Children respond to this positively as they quickly learn that they do not have to wait too long before it is their turn again. Children learn that some boundaries are in place to keep them safe. For example, they are reminded to take care when moving around on the wooden floor and help with tasks, such as sweeping up all the rice after they have finished playing, so that they do not slip and fall. When travelling by car, older children will often strap themselves into their car seats without prompting from the childminder, showing their understanding of safe practices. The childminder promotes equality and diversity effectively to ensure that all children are valued and included. She helps children to develop positive attitudes towards difference through discussion and the range of play resources available, including books, small world play, visits in the local community and the celebration of festivals.

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

The childminder has a secure understanding of safeguarding issues. Written documentation provides a clear picture of her practice and demonstrates her commitment to ensure children's safety and well-being is promoted at all times. She is aware of the signs to alert her to any child protection concerns, to whom these should be reported, and the importance of dealing with these promptly. Procedures are shared with parents so that they are aware of their own and the childminder's responsibilities in protecting children

from harm. Risk assessments are in place and the childminder regularly reviews and adapts these. This means that children play in a safe and secure environment. Emergency evacuation procedures are regularly carried out so that children are fully aware of what to do in the event of a fire. This ensures children safety is fully protected.

The childminder establishes positive working relationships with parents to meet children's needs. Information is shared verbally at the beginning and end of the day. In addition, parents have access to their children's learning journeys and their contributions are welcomed and valued. The childminder provides an inclusive environment and is very flexible with her arrangements to ensure this happens. For example, some grandparents live a great distance away and when they visit on holiday, they are keen to spend as much time as possible with their grandchildren. With consent from parents, the childminder invites the grandparents to accompany her on trips so that they can have extra time with their grandchildren and also see how they spend their days. The childminder is aware of the importance of establishing good working relationships with other early years' settings that children attend. She is familiar with the 'progress check at age two' and will work in conjunction with parents and the health visitor, when the time arises.

The childminder reviews and reflects on what she provides for children with regards to resources, activities and the planning of these. She sees this as a useful means of identifying what she does well but more importantly, how she can improve. She seeks whatever help and guidance is available, networking well with other childminders for advice and support. Observations and discussions are used to gauge the views of children, while parents are free to put forward suggestions and ideas. While accessing training courses is currently proving difficult, the childminder is happy to access information and training on-line to broaden her knowledge and experiences.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467546
Local authority	Warwickshire
Inspection number	938191
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
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, 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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