

Inspection date

Previous inspection date

23/05/2014

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 supports children's language development through a wide range of activities, which include singing, reading stories and talking to children.
- Effective planning and teaching methods ensure that all children make good progress in both the prime and specific areas of learning.
- The childminder has a secure understanding of safeguarding and child protection practice. This enables her protect children and keep them safe from harm.
- Methods for self-evaluation are robust, include parents and clearly identify areas for further development, which helps to benefit children.

It is not yet outstanding because

- There is scope to enhance children's learning at home by giving parents more ideas and suggestions about how and what they can do.
- There is scope to build on children's understanding of the benefits of hand washing practices through further explanations, to better support their growing awareness of how maintain their own good health.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder engage in a range of indoor learning activities, play and daily care routines with children.
- The inspector held discussions with the childminder and children.
- The inspector looked at children's learning documentation and a selection of policies and procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and other household members.

Inspector

Kashma Patel

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. The childminder lives in Hatton Park, Warwick with her husband and three children aged 15, 11 and five years. The family has a pet dog. The childminder uses the front room, conservatory, kitchen, garden and toilet on the ground floor for childminding. There is no access to the first floor and loft conversion. There are currently three children on roll in the early years age range. The childminder visits local parks and groups in the area. She transports children to and from school and operates all year round, from 7am to 6pm, Monday to Friday, excluding bank holidays. The childminder has 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:

- build on and extend the information given to parents so they are able continue and enhance their children's learning; for example, by providing more ideas and suggestions of what can be done at home with their children
- promote further children's awareness of maintaining their own good health by talking to them about the importance of hand washing.

Inspection judgements

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

The childminder makes good use of appropriate guidance to help plan and track children's learning and development. Weekly planning is effective and takes into account children's interests and their next step in learning. As a result, children continue to make good progress in both the prime and specific areas of learning. The childminder organises herself by keeping minded numbers low, which ensure children receive good levels of individual attention. Effective teaching methods, such as open-ended questions, repetition and demonstration help children acquire new skills to help them prepare for the next stage in their learning. For example, the childminder supports children's language development as she reads stories and sings familiar songs. She helps children learn about different textures by making sensory bottles which contain different items, such as buttons. This is further extended as children experiment with breakfast cereals to support their creativity. The childminder helps children to develop critical skills. They complete inset puzzles and enjoy posting activities, which also helps to promote the development of their hand and eye coordination skills. The childminder provides a wide range of toys, such as rattles and activities centres for babies to support their developing curiosity. Babies move their hands and legs in excitement as they watch the childminder blow bubbles which the toddlers try

to catch.

The childminder is aware of the progress check for children aged between two and three years and has started to collect information about children's progress in the prime areas of learning to enable her to complete this with parents when required. The childminder provides parents with information about activities children take part in at her setting and they can access their child's journals. However, there is scope to enhance children's learning at home by giving parents more ideas about how and what they can do at home with their children.

Children develop good fine motor skills as they use small tools. The childminder ensures children have access to a wide range of equipment, both at home and in the park, which helps to support the development of their large muscle skills. Children use wheeled toys, tricycles and cars to practice their skills in balance and coordination. Babies have enough space to crawl safely. The childminder ensures that baby walkers are nearby to encourage children to stand up and walk to support their physical development.

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

Children are happy and have close relationships with the childminder, who is caring towards them. She completes an 'All about me' form which gathers detailed information on each child and their family. This information is used well to help children settle quickly. This helps to promote their emotional well-being as children form strong bonds with the childminder and other children. The childminder encourages children to bring in their own personal items, such as favourite toys from home, which gives them a sense of belonging and security. Comfort items are placed near children, so they can freely access them when they need them. Good procedures are in place to support the transition from home. This includes prior visits and a gradual settling-in time, which is planned around the needs of the child.

Children benefit from daily fresh air, which helps to maintain a healthy lifestyle. They enjoy daily outings in the community, which ensures they have regular fresh air and exercise. Regular hand washing routines helps to support children's good health and helps them take responsibility for their own hygiene. However, there is scope to enhance children's understanding of the importance of these routines by offering more explanations and opportunities for discussion. Children enjoy a wide range of healthy snacks, such as fresh fruit, toast and raisins, which meets their individual dietary requirements. Water beakers are placed near children, so they can help themselves to a drink when they are thirsty. The childminder ensures milk feeds are freshly prepared and food provided by parents is appropriate for the varying stages of children's development. Through outings and discussions children learn about safe places to cross the road. They know they have to hold hands and look at for cars when they go for walks, which helps children learn about being safe. The childminder ensures she is always nearby, so children can see and hear her, which further helps promote their security.

There is a wide range of toys and equipment, which provides a good level of challenge

and interest to support children's learning in all seven areas. Toys are stored at children's level to support their independence and help them make decisions about their play. The childminder carefully plans and selects toys, in order to help children make the best possible progress in their learning. For example, the lounge is set out with a wide range of toys for both babies and toddlers to ensure it reflects their interests. A large soft play ring keeps babies safe while they play. The childminder supports positive behaviour through the simple rules, which includes no climbing on furniture and taking turns. Children receive a certificate for good behaviour and the childminder uses lots of praise and encouragement, which supports their self-esteem and confidence. The childminder helps children prepare for the next stage in their learning through visits and discussions. Children attend regular pre-school groups where they have opportunities to socialise with other children and adults.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and how to implement these in practice. Children are safeguarded because the childminder can recognise the signs and symptoms of child abuse and neglect and she knows what to do if she was worried about a child in her care. The childminder has implemented a good range of policies and procedures, which she uses to underpin her practice. Children are kept safe by the childminder as she is vigilant in her supervision. Effective risk assessments ensure the home is free from hazards. Safety equipment, such as fire guards and stair gates, are in place to help keep children safe. Good procedures are in place to keep children safe from persons who may not be vetted. For example, visitors are not left alone with children and a full record is maintained in relation to all people visiting the home.

Strong partnerships are in place with parents, which ensures children's care and learning is well-promoted. Parents are kept well-informed through daily verbal and written feedback, which includes a daily diary. This helps to share information about children's daily care and progress, which in turn, enables parents to be involved in their children's learning. Children do not currently attend any other settings that deliver the Early Years Foundation Stage. However, the childminder is clear about developing partnerships with other early years settings and local schools to support continuity of care and learning for each child.

The childminder has a good knowledge and understanding of the learning, development and assessment requirements of the Early Years Foundation Stage. She tracks children's progress effectively to ensure they are developing appropriately. Systems for observing what children can do, assessing their progress and planning for their next steps are well considered. Consequently, the childminder has a clear understanding about the progress children make and any gaps in their learning are identified and planned for. This helps children make the best possible progress and to develop good skills for the future. Self-evaluation is robust and involve the views of parents through regular discussions and

questionnaires. For example, parental requests for more messy play has been addressed, which further supports children's imagination and creative development. The childminder works closely with other childminder's, sharing ideas for good practice. This supports her personal development and the provision for children. Plans for the future are well-targeted to promote continuous improvement.

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	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	EY470201
Local authority	Warwickshire
Inspection number	943848
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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