

Inspection date	19/05/2014
Previous inspection date	24/08/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- The childminder joins in children's play and encourages them to express themselves and effectively extends their language. This means that children's communication skills are developing well.
- The childminder instils a sense of well-being and has warm relationships with the children, which means they feel safe and secure. As a result, they are happy and enjoy their time at the setting.
- The childminder promotes children's self-esteem and confidence through her consistent use of praise and encouragement.

It is not yet good because

- The childminder supervises the children in the garden but the garden is not secure as the gates have been removed and not replaced.
- Partnership working with parents and other settings is not established to ensure children's learning is consolidated and extended effectively.
- The childminder has not yet fully implemented a system to help monitor and track children's progress in the seven areas of learning. It is therefore difficult to identify any specific gaps 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 toured the premises used for childminding including the garden.
- The inspector observed children during play and at snack time.
- The inspector looked at a range of documentation including policies and procedures, risk assessments and documentation to support children's health.
- The inspector looked at observation, planning and assessment procedures.

Inspector

Christine Walker

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult children in a house in Wingerworth, Chesterfield. The premises can be easily accessed and the whole of the ground floor, one bedroom on the first floor and the rear garden is used for childminding. The childminder visits the shops and park on a regular basis and collects children from the local school and nursery. There are currently 14 children on roll; five of whom 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 and family holidays.

What the setting needs to do to improve further

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

- ensure the garden is secure so that children cannot leave unsupervised
- establish arrangements for sharing information and partnership working with other providers when children attend more than one setting and further develop information sharing with parents to fully support children's learning and development.

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

- develop existing systems to better monitor and track children's progress across the prime and specific areas 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 most aspects of the Statutory framework for the Early Years Foundation Stage and how to promote the learning and development of children. She provides a good range of resources and play experiences that promote areas of learning. These give children sufficient opportunities to make steady progress in their learning and development. Consequently, they are ready for the next stage in their learning. For example, young children play with a variety of inset jigsaws, turning the pieces around until they fit. The childminder offers praise and encouragement during the activity, which builds children's confidence and self-esteem. Children happily make choices about their play and the childminder supports them appropriately as she sits with them as they play with floor toys, for example, large construction vehicles, such as diggers and

tipper trucks and the dolls' house. As a result, children enjoy the positive interaction and individual attention, which helps to promote their personal, social and emotional development. Children develop physical skills through a range of equipment, such as slides, rockers and bikes.

Children are encouraged to access resources and to engage in child-initiated and adult-led activities. Children engage in developmentally appropriate experiences, deciding where to play and what with. There is a strong emphasis on child-initiated play and this is highly supported through positive interaction from the childminder. The childminder's teaching promotes children's language and communication skills effectively by using commentary, explanation and the use of open questions to promote thinking. For example, a young child shows her a digger and says 'digger', she responds by extending their knowledge and emerging language by saying 'orange digger'. This all helps to develop children's understanding of language and new concepts. The childminder promotes mathematical learning as they play picture dominoes together, through sharing out the pieces and discussing where each piece can go. Children go on regular outings around their local community, such as trips the park to use the climbing apparatus and the shops and the daily walk to school. This helps to broaden children's learning experiences and widens their awareness of the world around them. Children enjoy painting and drawing and a range of other craft activities. Children display writing skills as they independently write their own name on their drawing and together with the childminder identify by sound the beginning letters of people's names.

The childminder gathers good information from parents when children first attend her home, so that she is familiar with the children's capabilities, interests and routines. She uses this information efficiently, alongside her own observations, to complete children's starting points. The childminder has effective observation and planning processes in place. These enable her to plan learning experiences for children in line with their initial starting points and interests. She has identified what children are able to do and what their next steps in learning will be. However, the system to monitor and track children's progress across the areas of learning to ensure they continue to make optimum progress is in its infancy. The use of a daily diary with younger children ensures that parents are fully aware their child's day-to-day activities. However, information regarding their next steps in learning is not always exchanged effectively with parents. The childminder has not established an effective system of encouraging all parents keep her up to date with their child's interests and progress at home to ensure that their learning continues to be consolidated and extended. The childminder completes the progress check at age two which is shared with parents. The childminder cares for a number of children who attend the local school. She has developed a good relationship with the staff and passes on messages to parents.

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

Children develop close and warm relationships with the childminder. As a result, children demonstrate that they feel safe, secure and happy, which successfully supports their emotional development. For example, children seek support as required and happily include the childminder in their play. Children are confident in their communications with

the inspector and talk to her as they play. The childminder is a good role model, who puts children's needs and interests first and is approachable and friendly. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries. For example, children know to take their shoes off when they come indoors, and know that they are expected to take turns and share. The childminder promotes positive behaviour through her calm and consistent approach. She regularly praises children for their good efforts and achievements, which effectively boosts their confidence and self-esteem. There is a wide range of good quality resources that are regularly changed to accommodate the different children who attend. Additional resources are provided on request, for example, blankets are provided to make a den. The childminder respects children, helping them to do things and learn for themselves. Children are offered choices, such as the type of fruit they want for snacks and if they want the pear cut up or would rather eat it whole. In this way, they are able to develop the skills and abilities necessary for effective learning, autonomy and positive self-esteem.

Children are effectively supported in the transition from home into the childminder's care. Parents are invited to settling-in sessions and the childminder gathers good information about each child's family and background. For example, information is obtained about children's care needs and any known dietary and medical requirements. This promotes stability in the children's care and supports their continual well-being. In addition, the childminder is aware of the importance of preparing children for their transition into other early years settings and the reception class at school. For example, the childminder supports them to develop effective personal hygiene routines and to independently put on and take off their outdoor clothing. The childminder also talks to children about school as the opportunity arises. For example, when children dress a small play figure the childminder comments that the red checked dress is the same uniform they will wear to school. Children also become familiar with the school on the daily walk as they take and collect older children. However, information sharing and partnership working where children attend other early years provisions has not yet been established to promote continuity in children's learning. The childminder completes the progress check at age two which is shared with parents.

Children are developing a good understanding of health and safety through their daily routines. The premises are clean and safe and the childminder takes good steps to minimise the risk of cross-infection. For example, children know to wash their hands before snack time and after they have been to the toilet. Children develop an understanding of keeping themselves safe in an emergency as they practise fire evacuation drills, and demonstrate a knowledge of how to act and where to stand in an emergency situation. Children learn about the wider world through discussion and activities and resources, such as books and play people. They spend time in the local community and celebrate various festivals, which help children to learn about diversity. Children's individual needs are respected and all children have equal opportunities to use the resources and activities provided. The childminder also takes children on outings, such as a day trip to the park at Matlock. This helps to develop children's confidence, independence and social skills outside of the childminder's home and therefore helps them prepare for the next stage in their life. These outings offer children good opportunities to risk assess for themselves and experience challenge.

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

Appropriate checks are carried out on all adults living on the premises to safeguard children. For example, Disclosure and Barring Service checks have been completed on the childminder's children once they reached the age of 16 years. There is an up-to-date safeguarding policy and the childminder is aware of the procedure she must follow if she has any concerns that a child is suffering from abuse. For example, through attending training she is confident in her ability to recognise the possible indicators of abuse or neglect and knows the correct procedure to follow for referring any concerns. As a result, children are fully protected. The childminder holds a current paediatric first aid certificate. This provides her with the knowledge and skills required to effectively administer first aid, as well as meet the requirements of registration.

The childminder has an awareness of how to promote children's safety and carries out both visual and written risk assessments to ensure children can play and explore confidently in a safe and suitable environment indoors. For example, there is a safety gate on the stairs, the main entrance doors are kept locked and visitors' identity is verified. However, following the resurfacing of the drive and the removal of the gates the garden is not secure. The childminder states that she is always outside providing supervision to ensure children's safety. This is a potential hazard and a breach of the requirements. Due to the measures the childminder has put in place, it does not have a significant impact on children's safety. The childminder demonstrates a secure understanding of the areas of learning. She monitors the educational programmes she provides to ensure they reflect children's needs and interests. There is a broad programme of activities offered, including craft activities, small world play and water play.

The childminder has acted on the majority of the recommendations raised in her last inspection. For example, she has purchased a range of books to promote children's awareness of ethnicity, culture, religion, gender and disability. She has also improved her planning and assessment records to identify children's next steps in learning. She has obtained parents' permission to share information when children attend more than one setting but she has not developed this. The childminder is beginning to evaluate her provision and takes into account the views of children and parents. She has started to complete a self-evaluation form, which is helping her to recognise the purpose of self-evaluation to identify her areas of strength and areas for improvement. For example, she recognises the benefits of the changes she has made to her planning and realises the need to share information more effectively. Written policies are shared with all parents, which give them an insight into how their child's care is organised. The childminder had developed good relationships with parents who are very pleased with the service she provides. They make many positive comments on how happy and well settled their children are.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	207366
Local authority	Derbyshire
Inspection number	876269
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	24/08/2009
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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