

Inspection date	28/10/2014
Previous inspection date	17/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 is knowledgeable about how children develop and how to promote their learning through effective teaching. As a result, children make good progress in readiness for school.
- Effective partnership working with parents means there is a continuity of learning between the provision and home, which contributes to the good progress children make.
- Children build secure emotional attachments with the childminder because she obtains good information from parents, which ensures children receive consistent support.
- The childminder ensures that the environment is safe and that she has clear procedures to safeguard children and keep them protected.

It is not yet outstanding because

- Sometimes, the childminder does not make use of visual aids, props and resources to enhance children's mathematical skills and their interest of shape.
- Overall, the outdoor environment provides a range of interesting activities. However, there is room to maximise children's learning potential by ensuring all areas of learning are considered and provided for in this environment.

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 main playroom and the outdoor learning environment.
- The inspector conducted a joint observation with the childminder.
The inspector checked evidence of the childminder and her assistant's suitability, training certificates, risk assessments, policies and procedures and self-evaluation systems.
- The inspector looked at children's assessment records.
- The inspector spoke with the childminder and children throughout the inspection process.

Inspector

Jane Tucker

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in the Eckington area of Derbyshire. The whole of the ground floor, first floor and the rear garden are used for childminding. The family has one rabbit, fish and a dog as pets. The childminder visits shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently 15 children on roll. Of these, eight are in the early years age range 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. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- strengthen children's mathematical understanding of shape, space and measure by, for example, using visual props, resources and shapes in the environment to promote children's learning further
- enhance the outdoor area to further develop learning opportunities across all areas of learning, with particular regard to children's communication, language and literacy skills.

Inspection judgements

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

The quality of teaching is good and the childminder demonstrates a good understanding of how children learn and develop. The childminder observes children as they settle into the provision and speaks to parents to find out how children are developing in their social, physical and language skills. This information, together with the childminder's observations is recorded in a baseline assessment. Thereafter, the information gathered from observation creates a clear picture of children's current achievements and informs their next steps in learning. The childminder makes frequent assessments of children's learning to show how they are developing in line with typical expectations. She uses this information to complete the progress check for children aged between two and three years. As a result, any gaps in children's learning are quickly identified and addressed.

The childminder provides good opportunities for children to acquire the necessary skills they need for their move on to school. For example, toddlers pick up small jigsaw pieces between finger and thumb, which promotes their small muscle skills. Older children show

an early awareness of how shapes fit into spaces, as they successfully complete jigsaw puzzles. Open-ended questions from the childminder lead older children to talk about their family members. For example, older children talk about their outings to look at trains and how they visited the swimming pool. This shows how older children are using language to share their thoughts and experiences. Toddlers engage in symbolic play, as they lay their babies on the settee and start to sing songs to them. Older children show an interest in shape, as they hold up their hands to make shapes, such as, a triangle. However, the childminder does not always use visual clues or shapes in the environment to build on this interest and to extend children's understanding of what different shapes look like.

The childminder keeps parents up to date with daily progress and activities through verbal updates, access to children's learning journals, comments in daily diaries and mobile phone text messages. Parents share their children's learning and development at home through verbal exchanges, which the childminder takes account of to provide constantly challenging and appropriate activities that are linked to children's interests. This shared approach to children's learning and development contributes to the good progress children make and demonstrates a continuity of learning between the provision and home.

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

The childminder has good systems in place to ensure that children are well-supported in their move from their home into the provision. For example, flexible settling-in sessions give children time to build secure emotional relationships with the childminder. The childminder talks to parents to find out children's individual care needs, to ensure that the routines she follows are familiar and comforting. As a result, they are well cared for and happy. Children's behaviour is age appropriate. The childminder is a good role model and she uses positive techniques for managing children's behaviour. For example, she talks to children to explain how their actions may hurt others. This impacts well as children learn to understand their own and others feelings and how some behaviour is inappropriate.

Children attempt to put their own coat and shoes on. They try to fasten their zippers on their jackets once it is fastened at the bottom. This shows how children's independence skills are supported well, because the childminder allows them to have a go at doing things for themselves. Children have sound opportunities to learn about being healthy through activities and discussions. They are encouraged to eat healthy meals and talk about how food is grown. For instance, the childminder teaches children that potatoes grow in the ground, apples grow on a tree and milk comes from a cow. This helps to extend children's understanding of the wider world, as they begin to learn where food comes from. Children are developing a good understanding of self-care and hygiene procedures, as they know the importance of washing their hands prior to eating and after going to the toilet.

Children can access their toys inside and make independent choices, because storage is within reach. Outdoors, children enjoy daily fresh air and promote their physical skills, as they play with wheeled toys, kick footballs and take their babies for a walk. However, some areas of learning have not been fully considered outdoors, to maximise children's learning potential. For example, there are fewer opportunities for children to look at books

or to explore with a range of materials that support their sensory exploration and early mark making skills. Consequently, all round development is not as swift as possible, especially for those children who learn better outdoors. Children show how they are learning about personal safety, as they listen and respond to the childminder's instructions when they use the slide and other outdoor play equipment. The childminder takes children to the local library and toddler group. Here, children are encouraged to play alongside other children and make friends. This demonstrates that children are gaining confidence in social situations away from the childminder's home, which helps to prepare them emotionally for their move on to school.

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

The childminder has a good understanding of the safeguarding and welfare requirements, which helps to assure children's safety and well-being. She has attended child protection training. Therefore, the childminder is confident of the appropriate procedures to follow in the event of any concerns about children in her care. Procedures for administering medicines are secure and written records of accidents, injuries and first-aid treatment include signatures to confirm that parents are fully informed. The childminder and children routinely practise emergency evacuation procedures. Daily health and safety checks are carried out by the childminder before children arrive. In addition, the childminder completes written risk assessments, which help to identify and minimise potential risks and hazards to children on the premises and for outings. Consequently, children are kept as safe as possible through the implementation of good practice and procedures.

The childminder attends a variety of training courses so that she continues to update her professional knowledge. Therefore, she has the relevant experience to provide good quality teaching, care and learning for all children. The childminder has a good understanding of the learning and development requirements. She monitors the educational programmes effectively, to ensure that all aspects of each area of learning are fully covered. Children's progress is tracked, which means the childminder is able to identify and support any child who is not developing at the expected levels.

The childminder uses self-evaluation to identify areas for development as well as her strengths. She obtains parents views on the quality of the provision through daily discussions and written comments. Parents written comments are positive. They are pleased with the care and activities the childminder gives to their children and the impact this has on their development. The childminder has established good links with other childminders and teachers from the local schools, to ensure that mutual support and ideas for good practice are shared. This shows that there is a continuity of care and learning that supports children's individual needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	207443
Local authority	Derbyshire
Inspection number	871156
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	17/02/2011
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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