

Inspection date

24/07/2014

Previous inspection date

11/03/2009

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 effectively promotes children's safety as she continually checks the premises and keeps up to date with child protection issues and procedures.
- Teaching is good because the childminder makes effective use of her observations and assessment of children's learning, to plan a range of play activities that support children's progress and enjoyment.
- The childminder effectively organises her home to provide a relaxed and well-resourced environment for children, where they play, learn and develop their confidence as they move around freely.
- Through regular training, ongoing evaluation of her practice and gathering information from others, the childminder makes changes to her practice and identifies relevant areas for future improvement.

It is not yet outstanding because

- The childminder has not strengthened the good relationships with other settings that children attend, to consistently share information about children's learning and development on an ongoing basis.
- The childminder does not maximise opportunities to encourage parents and carers to share information about their children's learning at home.

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 activities.
- The inspector discussed a planned activity with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning and other documentation.
- The inspector checked evidence of suitability of adults living and working on the premises, the childminder's qualifications and self-evaluation form.
- The inspector took account of the views of parents and carers gathered by the childminder.

Inspector

Justine Ellaway

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 husband and child aged eight years in a house in Draycott, Derbyshire. The whole of the ground floor, along with the bathroom and a bedroom on the first floor and the rear garden are used for childminding. The family has cats as pets. The childminder works with an assistant on a part-time basis. The childminder has a childcare qualification at level 3. The childminder attends a toddler group and activities at the local children's centre. She visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- strengthen the already good partnership with parents and carers, by further encouraging their contributions of their child's learning at home to support children in making rapid progress towards the early learning goals
- enhance the partnership working with other providers to promote a more effective shared approach to supporting children's learning and development.

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 how to promote children's learning and development through their play. She makes effective use of an electronic system to observe, assess and plan to support children's progress over time. She establishes children's starting points through early observations and information that she gathers from parents and carers. The childminder uses this information to assess each child's stage of development and what their next steps in learning are. She then plans appropriate activities to support their next steps, incorporating children's interests so that they are keen to engage. For example, she supports children in using cutlery at mealtimes as she plans a teddy bears' picnic. She skilfully includes other areas of learning within the activity, so that children's learning and development is well supported across the seven areas. For example, she effectively promotes children's communication and language skills as she gives simple instructions and reinforces this with gestures. She comments on what everyone is doing within the activity and says the name of the food, encouraging children to repeat this, to develop their vocabulary. As children show fascination in the pretend

buns, the childminder sings a related number song which supports children in mathematics.

The childminder regularly takes children to stay and play sessions within the community so that they develop confidence and make relationships with others. This helps children to develop the skills they need for their future learning. The childminder also provides a range of other outings, such as, regular visits to her allotment, which gives children opportunities to extend their understanding of the world as they grow fruit and vegetables. The childminder effectively promotes younger children's physical development. She consistently encourages them to move around independently and develop their balance and coordination, for example, as they climb up the slide or manage the small step down from the decking area. The childminder encourages children to use their problem-solving skills as they attempt to manoeuvre the pushchair through the doorway into the playroom. The childminder only offers support if this is absolutely needed and gives children plenty of time to work things out for themselves. She supports children in developing a love of books and stories, making effective use of props when reading to them and regularly taking children to the library to choose their own books.

The childminder has a sound understanding of the purpose of the progress check for children between the ages of two and three years. She records clear and useful information, that is informative for parents and carers and other agencies, to fully support children to reach their full potential. The childminder has strong relationships with parents and carers. They regularly view their child's record on the electronic system, including the next steps in learning that the childminder has identified. They make positive comments, some of which evidence their child's learning at home. The childminder provides a newsletter of forthcoming activities and events so that parents and carers can complement these activities at home. However, the childminder does not always encourage parents and carers to continually share information about their children's learning at home, to enable her to fully take account of their wider experiences.

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

The childminder provides a relaxed and welcoming environment where children feel safe and secure. She gathers useful information about children's needs and routines when they first start so that she can plan appropriate support and help them to settle. She makes positive comments about each child as they play to promote a friendly relationship with each other. As a result, she effectively promotes children's emotional well-being. Children show that they enjoy the company of others as they smile and show excitement at something another child has said. The childminder takes younger children to larger group activities, to help to prepare them socially and emotionally for when they move onto nursery or school. She also gives children the opportunity to accompany her on the nursery drop-off and school run so that they can become familiar with the environment and staff. This helps to allay any fears that children may have about this move. The childminder provides a useful transition report, including information about their preferences and their stage of development, to help children to settle quickly in their new setting.

The childminder effectively uses activities to help children to understand the expectations of behaviour and what is right and wrong, for example, during group activities, where she promotes turn taking. Children devise the house rules and the childminder uses these as a reminder for discussions about any inappropriate behaviour. She encourages children's positive behaviour through stickers and rewards and uses knowledge gained through training to support children's individual behavioural needs. The thoughtful organisation of the space, toys and resources, enables the childminder to effectively promote children's independence, confidence and decision making. She encourages children to move freely between the indoors and the outdoors areas, as they choose. The childminder provides a good range of toys and resources that children can access independently. As well as daily use of the garden, the childminder also takes children on a range of outings, for example, to the park, so that they can enjoy regular fresh air and exercise.

The childminder provides an appropriate range of activities to support children to develop an understanding of how to stay safe. Children regularly practise the evacuation procedure so that they know to stay calm in the event of an emergency. The childminder teaches children about road safety when they walk to school. She also involves children in the risk assessment of the premises so that they can begin to identify risks and hazards for themselves. She consistently gives clear and simple explanations as to why certain behaviour is unsafe. She remains calm and slightly changes the tone of her voice so that children are clear they need to listen to her. The childminder effectively promotes an understanding of a healthy lifestyle. She regularly discusses why exercise, good hygiene and healthy eating are important and the effects these have on our bodies. She also teaches children about healthy eating through activities such as cooking, baking and tasting new foods.

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

The childminder has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She keeps her knowledge of child protection up to date so that she is confident in recognising signs or indicators of abuse and neglect and what action she would take if she has any concerns. She has a clear policy that restricts the use of mobile phones and cameras on the premises to further promote children's safety. All household members are known to Ofsted and the appropriate checks have been undertaken to reassure parents of the suitability of the adults in the provision. . The childminder continually checks for risks and hazards on the premises, and ensures that she supervises children at all times, so that children can play safely. She maintains a detailed and useful chart to enable her to see, at a glance, which children are attending at which times, enabling her to consistently meet the adult child ratio requirements. She effectively promotes a hygienic environment and has recently received a five star rating from her environmental health inspection. The childminder is in the process of recruiting an assistant to work with her on a part-time basis. She has a suitable understanding of how to ensure the suitability of adults that she employs, as well as assessing their effectiveness in implementing the policies and procedures.

The childminder has a qualification at level 3. She also regularly undertakes training to broaden her knowledge and skills. She has also recently undertaken training in areas such as equal opportunities, food safety, supporting children with special educational needs and/or disabilities and listening boxes. The childminder reflects on the training she attends to identify where this can support individual children or how she can improve her own practice generally. For example, as a result of attending the training in listening boxes she effectively uses props to support children's engagement in stories. The childminder regularly discusses practice with other childcare providers, to reflect on the effectiveness of her activities and gathers information through research on the internet. She undertakes a useful evaluation of her practice to identify future areas for improvement. She makes good use of her electronic system to monitor children's progress over time, identify any gaps in their learning and to ensure she is providing a suitable range of activities across the seven areas of learning. The childminder is aware of monitoring the performance of any assistant she may work with in order to promote consistently good practice to enhance children's experiences.

The childminder is proactive in providing information for parents and carers. She provides a range of ways for parents and carers to access electronic information about their child. This is as a result of the childminder identifying parents and carers preferred ways of being kept up to date. Parents and carers comment on how easy it is to access the information and how useful it is. This includes continual access to the policies and procedures and daily information about children's needs and routines. The childminder encourages parents and carers feedback on a regular basis. They always comment positively on the childminder and will take time to send spontaneous messages, to let her know how much they value the care she provides. The childminder gathers useful information about other agencies that are supporting children and their families, so that she can complement this and provide appropriate support. Where possible, she will try to attend agency meetings so that she knows exactly what she needs to do to support children. She also seeks out specific training where appropriate, so that she can develop her knowledge of children's particular needs. The childminder demonstrates a suitable understanding of how to support children who speak English as an additional language. The childminder is clear about the benefits of sharing information with other settings that children attend. She provides a useful summary of their learning and development when they start at the other setting. This enables the other staff to quickly support and settle the child. She also shares information when dropping off and collecting children to ensure their needs continue to be met. She gathers and shares some information about any areas of support for individual children. However, she has not yet extended these partnerships further by consistently sharing information about children's learning and development on an ongoing basis.

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	207892
Local authority	Derbyshire
Inspection number	871171
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	11/03/2009
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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