

Inspection date	02/05/2013
Previous inspection date	14/03/2011

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 quality of teaching is good. As a result, children are progressing well because the childminder has a good understanding of how children learn through play.
- Children have formed warm and secure attachments with the childminder. They are settled, happy and thoroughly enjoy exploring and trying new activities.
- Children benefit well from the positive relationships embedded with parents. As a result, children are offered consistent care and learning while their ongoing changing needs are successfully met.

It is not yet outstanding because

- There is scope to improve the already good activities and resources which invite responses for touching, smelling and feeling to enhance babies' and children's listening and attention skills, for example, by introducing treasure baskets.

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 spoke with the childminder and interacted with children at appropriate times throughout the inspection within various rooms of the childminder's home.
- The inspector sampled a selection of documentation, including the childminder's self-evaluation record, children's personal details and development records, written policies and general welfare requirement records.
- The inspector took account of the views of parents as discussed with them and through questionnaires.

Inspector

Judith Rayner

Full Report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Arnold, Nottinghamshire. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The childminder has a pet dog.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops, park and library on a regular basis. She collects children from the local schools and pre-schools. There are currently 18 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 7am to 6.15pm, Monday to Friday, except 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:

- increase further opportunities for children and babies to enhance their listening and attention skills, for example, by introducing more resources, such as treasure baskets, for touching, smelling, feeling and listening.

Inspection judgements

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

The childminder has good knowledge of child development and understands that children develop and progress at different paces and have different interests in their play. She successfully tracks their progress because she completes spontaneous observations and planned activities which are then assessed using the document 'Development matters in the Early Years Foundation Stage'. Activities are then flexibly planned to support children in their next steps of learning, while incorporating children's individual interests. There is a good balance of child-initiated and adult-led play, which supports children to achieve and make good progress while playing both inside and outdoors. This information is recorded in each child's learning journey file, which is shared with parents to help them understand how well their child is progressing in their learning and development. Parents are actively involved in their child's learning because the childminder talks to them about ideas and activities that they can implement at home. Furthermore, the childminder understands how to support children in being ready for school. For example, she supports children while their reading books to help them enhance their literacy skills.

Children enjoy their time with the childminder. They happily and independently explore the range of toys set out on the floor or in accessible boxes. They enjoy looking at books which vary from hard backed to picture books with print. Older children use language very well, describing what is happening in the story as well as pretending to read the story. Younger children hold books the wrong way round and holding the book up shout out, 'It is upside down'. The childminder talks to the children, engaging them in listening and attention skills with some detailed conversation which older children contribute to very well. However, there is scope to provide further opportunities for younger children and babies to be more involved in enhancing their language and communication skills. Children feel included because the childminder is sensitive to fully supporting their personal, emotional and social development. For example, the childminder focuses on recording what the children have done each day before their parents arrive. She talks with the children to recall what they have done and how this is to be recorded in their individual daily diary. Children engage very quickly during this very personal time and also show further interest by attempting to make marks in their own diaries.

Children use their imaginative skills well. They explore the small world emergency vehicles, pressing buttons and moving them backwards and forwards while making siren sounds. The childminder skilfully extends the activity by pressing buttons for the children to guess which sirens match which vehicle. Children engage quickly and enjoy the activity, naming the correct sounds to the vehicle. Babies spend time on the floor to help develop their large muscle skills. They stretch out their legs and arms as they attempt to move and crawl towards toys which the childminder has carefully placed just out of reach. Everyday routines help children develop their counting and mathematical skills. For example, as children come down the stairs from using the toilet they count how many steps. Furthermore, the childminder enhances children's awareness to world around them. For example, when out walking she points out colours and shapes of cars, buds growing on trees and flowers, and holds general discussions about the weather.

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

Children are forming warm and secure attachments, some of which are securely established with the childminder. This is because the family have remained with the childminder, therefore offering continuity of care. Children are settled, happy and familiar with the routines, and their behaviour is good. The childminder has a good understanding of addressing and meeting all children's ages and abilities. She promotes an inclusive environment where children thrive. She quickly identifies when younger children are less engaged in conversation and activities, and draws her attention to them to help and support them to be more involved. For example, during lunchtime conversation she involves the less able children to share and talk about what food is on their plate. Young children are supported sensitively during their transitional times, such as when they are dropped off by their parents, or when they first start with the childminder. A thorough range of information is sought from parents, and young children's routines are fully respected, such as sleep time. Slightly older children walk with the childminder to the school to collect other children, and spend time becoming familiar with the teachers and the environment of the school they too will be attending when older. Overall, this helps children settle quickly during transitional periods.

The childminder provides a welcoming and friendly environment where children are relaxed and enjoy themselves. A good range of indoor toys and resources fully support children in exploring and engaging in play. These are easily accessible and age appropriate, helping children and babies to make independent choices in their play. Children move around the rooms confidently because the childminder ensures there is plenty of safe space to do this. Babies have sufficient space to attempt crawling because the childminder ensures there are suitable toys easily accessible for them to be enticed to move while being safe. The childminder uses the rooms in the home well to support the ongoing and changing needs of children, as well as established routines. For example, children know that all meals are taken in the kitchen/diner and they go upstairs to wash their hands before eating.

Children develop their large muscle skills and learn about keeping healthy. This is because the childminder ensures they spend time in the back garden and the local park enjoying the fresh air while exercising. She supervises children well during routine walks to and from school, which also helps children learn about keeping safe. The childminder talks to the children about road safety and undertakes successful risk assessments to ensure children are safe. Healthy meals are provided by the childminder which meet children's individual dietary requirements as discussed and agreed with parents. Children are familiar with the routines to prevent the spread of infection, such as hand washing before meals and after they have had their nappy changed. The childminder takes children to the shops so they learn to develop their social skills, and they visit local community facilities, such as the library and children's centre.

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

The safeguarding of children is good. The childminder has a good understanding of how to protect children. She is confident in her knowledge of the procedures she would take should she be concerned regarding a child in her care. Parents are informed of her role and responsibility to safeguard children because she shares a clearly written and updated policy supported by discussions. For example, the policy covers the use of a mobile phone and camera on the premises. Furthermore, the childminder understands that it is important to ensure that children are safe in her care at all times. She supervises them well inside the home, garden and when on outings, such as during taking and collecting children from school. Clearly written risk assessments are completed to ensure all areas that children access are safe, both inside and outside the home and during outings, such as to the park. Children's safety is enhanced and promoted well. For example, effective safety strategies, such as the use of safety gates, doors being locked and the checking of visitors' identification before entry, ensure children are safe while in the care of the childminder.

A good range of clearly written policies, procedures and records are shared with parents from the onset. This helps them understand how the service is offered and how their children are cared for and supported in their learning and development. A good range of records are maintained well and meet with the welfare requirements of the Early Years

Foundation Stage Framework. These, along with the written policies and procedures, successfully underpin the service that the childminder offers, from which all children benefit very well. For example, the childminder has a clear understanding of the importance of meeting appropriate adult-to-child ratios, for example, by completing robust attendance records and ensuring that older children do not adversely affect the younger children's care and learning.

The childminder has an established service and has made successful changes to keep up to date with current legal requirements. For example, she has maintained training in paediatric first aid, safeguarding and changes to the revised Early Years Foundation Stage Framework. The childminder reflects on the practice she delivers. She actively involves parents and children in continually making improvements to the already good service that she provides. For example, she encourages parents to complete written questionnaires and comments. Children also write about what they enjoy playing with, supported by pictures indicating their views about possible improvements.

The childminder has a good understanding of the importance of partnerships with other providers to support children's continuity of care and learning. She has established good links with teachers from the local school and, as a result, is able to complement children's learning while they are in her care. The childminder is already familiar with the progress check at age two. She has completed a detailed assessment and shared this with the parents, who have also contributed. She has also involved other professionals, such as the health visitor. The childminder is also familiar with the procedures to follow should there be any emerging concerns and any ongoing support required for children in her care. As a result, children's overall needs are met and action is taken to support them sensitively.

The childminder has established good partnerships with parents. Many families have remained with her for many years, therefore offering continuity of care for the children. She keeps parents informed of their child's daily activities through verbal discussion. This is also supported by written comments in a daily diary as well as sharing their child's learning journey records. She ensures that parents are kept up to date and have opportunities to share information about their child. This enables her to work promptly in meeting children's individual and changing needs. Parents' written comments are very positive, highly valuing the service the childminder provides.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	252482
Local authority	Nottinghamshire
Inspection number	911036
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	14/03/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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