

Inspection date	17/10/2014
Previous inspection date	03/07/2009

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

- Teaching is good because the childminder demonstrates an effective understanding of how to observe and assess children to identify their next steps in learning. As a result, children are making good progress given their starting points.
- The childminder safeguards and promotes children's welfare and learning well. She ensures all reasonable steps are in place to maintain a safe, clean, stimulating and challenging learning environment.
- Through effective use of praise, children are confident in their own abilities and they understand what acceptable behaviour is. The childminder provides good opportunities for children to be independent and she helps them to learn about the importance of keeping themselves safe.
- The childminder builds strong relationships with parents from the start, enabling them to work in partnership to support children's well-being and learning. Therefore, children settle quickly into her care and form secure attachments.
- The childminder has made sufficient progress since her last inspection. She is committed to the ongoing development of her provision by updating her knowledge through training.

It is not yet outstanding because

- Younger children's sensory skills are not maximised because some resources, such as treasure baskets and natural resources, are not as readily available for them to explore.

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 activities in the area used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation form and a selection of policies and children's personal records.
- The inspector checked evidence of the suitability of the childminder and members of the household and the childminder's qualifications.

Inspector

Sue Riley

Full report

Information about the setting

The childminder was registered in 1984 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in West Bridgford, Nottingham. Most of the ground floor and the rear garden is used for childminding. The childminder visits parks on a regular basis. She takes and collects children from the local schools and nurseries. There are currently 14 children on roll, of whom, nine are in the early years age range and attend for a variety of sessions. The childminding provision operates Monday to Friday all year round from 7.30am to 5.30pm, 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:

- increase and make more available, the already suitable range of toys for the younger children to explore using their sensory skills.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage, which promotes children's learning and development well. Effective planning and good organisation ensures that every child is challenged by the learning experiences provided. The childminder observes children during activities and makes sound assessments of their abilities. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. While the childminder plays alongside children, she effectively encourages their communication and language skills and promotes their physical and personal, social and emotional development. Their good progress in these three areas ensures that they have the key skills needed for the next steps in their learning, such as nursery or school. The childminder easily gets down to the children's level and plays with them. She offers a warm and welcoming environment in which children can learn and play. This helps them to feel valued, safe and happy and empowers children to make their own decisions. This results in children being enthusiastic learners and concentrating for age-appropriate periods of time at their chosen activities.

Children are working comfortably within the typical range of development expected for their age. They help themselves to toys from a wide range kept in the two play rooms. Children move freely around the ground floor and enjoy the freedom to use the space. The childminder provides a broad range of activities and experiences, which promote children's development well in all areas. She observes and assesses children's progress as

they play, and supports and purposefully extends their learning. For example, the childminder is very aware of what children new to the setting enjoy playing with and has these activities ready for them to freely access. When playing, younger children demonstrate excellent concentration skills for their age. They line the cars up and then move them along. This helps their early mathematical development as they are sorting the cars out and placing them in sequence. The older children enjoy playing with the interactive toys, which helps to raise their awareness of technology. Children enjoy a range of outings that complement their learning. These offer interesting and challenging experiences, which effectively support children to make good progress. Children begin to explore vocabulary because the childminder talks with them consistently about what they are doing and encourages them to respond to her. The younger children make sounds and begin to communicate. This is encouraged and praised by the childminder.

Parents are kept very well informed about their children's progress. They receive good information about their children's daily care and learning through verbal discussions upon collection of their children. Their independence is promoted well as they are encouraged to put their own shoes and coat on. The childminder demonstrates a good awareness of the progress check for children between the ages of two and three years. She understands how to involve parents in the process, so that they can share what they know about children's learning. The indoor and outdoor play environments are stimulating and enable children to follow their own interests. The childminder fully understands that children learn best when they are active and through purposeful play. Consequently, children are thoroughly motivated and active learners. Children are friendly and confident to initiate interactions with unfamiliar adults. They select their own resources and activities. Routines, such as snack time, are carefully managed to ensure children have opportunities to become deeply involved in their tasks and follow their own ideas through as they play, without being interrupted. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

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

The childminder has strong and positive attachments with children. She fosters this well because she has good arrangements in place for settling children. For example, she gathers and shares good quality information with parents about children's needs. When children first start, she gradually builds up the length of time they are in her care. This results in happy and content children who feel safe and secure in the setting. For example, children on their settling-in visit, are very settled and happy to approach the childminder for their needs. The childminder supports children's progression well because she provides a stimulating and welcoming learning environment to cater for their all-round development and emotional well-being. Through positively praising children, the childminder promotes children's confidence and self-esteem. She is a good role model and provides consistent routines, which supports children's understanding of what is acceptable behaviour, such as being kind and respectful towards others. The house rules are displayed to help children be familiar with them. The older children are very caring towards the younger children, and welcome them into their play. The childminder ensures she spends time with all children so that they feel special and valued, which results in children having a positive self-image.

The childminder promotes children's health well. She holds a valid first-aid qualification, which ensures that she has up-to-date knowledge about how to deal with any minor accidents and injuries that children may sustain while in her care. She works with parents to meet all dietary needs and ensure that all children are nourished. Currently, some parents provide the main meals for their own children. Others are happy for the childminder to provide for all meals. The childminder demonstrates a good understanding of the foods that children need to ensure a well-balanced diet. She provides healthy meals, snacks and drinks for the children. Through daily routines, such as hand washing, the children are developing their self-care skills as well as learning about the importance of good hygiene practices.

Children have opportunities to explore the community around them, as they go out and about to different local places. For example, they attend the local park and different groups throughout the week. These activities also provide good opportunities for fresh air and exercise and provide experiences for children to learn about risks in their local environment, such as road safety and stranger danger. The childminder completes risk assessments to minimise hazards to children in order to promote their well-being. This ensures the premises are safe and suitable for children to play and learn in. Children develop an understanding of their own safety because the childminder makes sure that daily opportunities are included to learn about safety. Emergency evacuation is planned and shows a proactive approach towards helping children to understand safety. The childminder provides the space and freedom for children to explore while being kept safe through her supervision and support. Children feel safe to explore because the childminder supports them well and provide toys that are easily accessible and in appropriate condition. However, some toys and resources are not as readily available to enhance further the younger children's exploratory and sensory skills, for example, natural resources and treasure baskets. Children demonstrate that they feel secure and form good emotional attachments with the childminder. They have numerous opportunities to learn about other cultures and beliefs as the childminder provides a range of resources, activities and experiences. This helps children learn to value and respect others and to challenge inappropriate attitudes and practices.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding, welfare, learning and development requirements. She demonstrates a high regard to the safety of children, which means she provides a safe environment for them. For example, through effective risk assessments, policies and procedures, such as dealing with accidents and safe administration of medicines, the childminder takes all reasonable steps to keep children safe. This also includes ensuring that children travel safely in the car and having a thorough understanding about how to ensure that people who would come into contact with children are suitable to do so. Through having a good knowledge of child protection issues, which includes accessing training, the childminder is aware of potential signs of abuse and neglect. This means she has a secure understanding of her responsibilities regarding protecting children from harm. For example, she knows what she

must do if she has any concerns and which agencies she must inform. The childminder has a positive and strong commitment towards monitoring and evaluating her service. She is very aware of the numbers of children she can care for at any one time, and she keeps within her ratios at all times. The childminder deploys herself well to ensure she can supervise the children and meet their individual needs.

Through discussions with parents and children, and the seeking of advice from other professionals, the childminder is positively striving towards involving others in her self-evaluation. This demonstrates her ability to reflect on her service. Through accessing a range of training courses and seeking support from others, the childminder promotes a strong commitment towards an effective programme of professional development. The childminder has suitably addressed the action and recommendation made at her last inspection. She devised and implemented a safeguarding children policy and procedure and shares this with parents. This ensures that all are made aware of how to protect children at all times. The childminder is very aware of when to inform Ofsted of any changes to herself or the premises.

She is clearly aware of the benefits of working with others to support children's continuity of care and learning. In addition to receiving information from parents about children's progress at other settings, the childminder exchanges information directly with some providers. These active partnerships result in the exchange of information, which enable her to identify any gaps in their learning and any children, who may need extra support. The childminder's relationships with parents are good. For example, through having regular discussions and parents being able to access their children's progress records this ensures a good exchange of information about children's care needs, activities children engage in and future improvement plans. This effective communication contributes to meeting children's individual needs. The childminder is clearly aware of the benefits of working with others to support children's continuity of care and learning. She regularly exchanges information directly with other providers who care and educate the children. These active partnerships enable her to identify any gaps in their learning and any children, who may need extra support.

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. 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	252928
Local authority	Nottinghamshire
Inspection number	993756
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	03/07/2009
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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