

Inspection date	18/09/2014
Previous inspection date	25/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 has a good knowledge of how to safeguard children in her care. Consequently, children's welfare and well-being is effectively promoted.
- Children have access to experiences across all areas of learning and the childminder monitors their development carefully to ensure they make good progress. She provides fun and interesting play experiences to promote children's learning, in particular, young children's physical development.
- The childminder supports children well in developing effective relationships, which promotes children's emotional well-being and confidence.
- The childminder has a good self-evaluation process in place. This means that feedback from those who use her service is included in her ongoing plans for improvement.

It is not yet outstanding because

- The childminder has not yet fully embedded strategies to support and engage parents in sharing information about how they support children's learning and development at home, in order to assist in children making greater progress.
- The childminder provides fewer opportunities to extend children's learning during outside play. Therefore, children have less opportunity to explore and investigate the natural world.

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 engaged in conversations with the childminder and spoke to the children at appropriate times during the inspection.
- The inspector observed activities and interaction between the childminder and the children during play and activities.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled a range of documents, including children's information and learning records, safeguarding procedures, qualifications and training certificates, self-evaluation and a selection of policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Long Eaton, Derbyshire. The whole of the ground floor, along with the first floor bathroom and the rear garden, are used for childminding purposes. The childminder provides care from 7.30am to 5.30pm, Monday to Friday, all year round, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder is currently minding nine children, of whom two are in the early years age range. They attend for a variety of sessions. The childminder drives or walks to the local schools and pre-school to take and collect children. She attends community stay-and-play sessions and visits the local soft play centre and park on a regular basis. The childminder is a member of a childminding network group and receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the process used to support and engage parents in children's learning and development, to include the achievements the children make at home, so the childminder can add these to her assessment procedures and help children make even better progress
- enrich the activities provided outside, so that children engage in more opportunities to explore and investigate the natural world, for example, digging for worms, planting vegetables or watching birds feed.

Inspection judgements

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

Children enjoy attending this childminder's home. The childminder has a good knowledge of the Early Years Foundation Stage and understands that children learn best through play. The childminder uses her initial assessments and information gathered from parents effectively, in order to determine children's starting points. She records these in children's learning journey records and shares the observations with parents. She keeps parents well informed about their children's development through daily discussion. However, the childminder has not embedded a process to encourage parents to share information about their children's learning and development at home, so that she can include this in her assessment procedures, to enable children to make even greater progress. The childminder continues to teach, observe and assess the children to identify their learning priorities and next steps in their learning. Her assessment and tracking procedures are

robust. She uses these to identify any gaps in children's learning and to successfully implement the progress check for children between the ages of two and three years. This enables the childminder to identify when early intervention is needed, so that children receive the appropriate support to meet their learning needs. Consequently, children are acquiring the necessary skills and attitudes to help with their next stage of learning, such as school.

The childminder plans activities to promote all areas of children's learning and development. She is flexible in her provision and makes amendments to suit the needs of the children. This system allows for a truly child-led approach to teaching. Children are progressing well in all areas of learning and development. The childminder provides a good range of activities, which keep children fully engaged and challenged. She knows children well and engages in playful interaction with younger children. For example, young children confidently reach out and push a ball, giggling with delight as they pass the ball from one hand to the other hand, squeezing it tightly. This successfully promotes children's physical development. Children develop their communication and language skills through interacting with the childminder. She continually talks to children and provides a running commentary of what the children are doing. The childminder repeats words back to young children so that they hear the correct way to say words. The childminder uses nursery rhymes and songs to encourage babies to listen and react to familiar sounds to encourage their communication and language skills. The childminder uses facial expressions and gestures well while playing with babies. This helps babies to explore, try new things for themselves and take risks, which helps build their characteristic of effective learning.

Children enjoy playing and exploring in a stimulating indoor environment, as the childminder makes a good range of resources easily accessible for them to choose. The childminder gets actively involved in children's play and follows their interests. She encourages children to post shapes into the containers and to stack the different-sized cups on top of each other. This introduces young children to shape and size as they experiment to see which cup fits inside the other, which promotes early mathematical skills. Children enjoy looking at books and snuggle with the childminder looking at the pictures. Children are able to run and jump on the play equipment in the garden. However, the childminder does not take every opportunity to extend activities for children to explore and learn about the natural world while they play outside. For example, activities, such as growing plants, hunting for mini-beasts or watching the effect the wind has on the trees, are not provided. Therefore, she does not fully promote children's development during some aspects of outdoor play. The childminder provides children with some opportunities to use their senses through play activities, such as feeling textured cubes. Children show interest and investigate cause and effect toys. The childminder demonstrates how to make the buttons work to teach children how to operate them. Children wait with anticipation as the animals pop up. This makes children laugh and stimulates them to repeat their actions, meaning they are learning early technology.

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

Children are comfortable and confident in their surroundings. The childminder has a calm and caring approach towards the children. She liaises with parents to gain information about children's individual needs. This means that she knows children well, enabling her to follow their particular routines, such as specific sleeping arrangements. As a result, children are settled and their emotional well-being is effectively promoted and children are comfortable in the childminder's care. The childminder has effective behaviour strategies to promote good behaviour. For example, she distracts younger children who might have a disagreement over a toy and talks to older children about having consideration for others, resulting in all children playing together cooperatively. The childminder encourages children to learn to take turns and play together harmoniously. She praises children's achievements and kindness, which helps boost their self-esteem and confidence well.

The childminder organises the indoor play environment well to suit the differing ages of children. Toys for older children are stored in separate areas so that the younger children are able to move around freely and safely. The wide range of toys and resources are organised to enable children to make choices about their play. This develops children's independence and helps them acquire skills to move on to the next stage in their learning. The childminder carries out regular risk assessments to help her identify and minimise risks in areas used by children. She organised a visit from the fire officer to check her premises and to talk to the children about fire safety. This helped raise the children's awareness of what to do in an emergency evacuation. The childminder teaches children about road safety, explaining that they have to wait for the green light before they can safely cross the road. This helps children learn how to keep themselves safe.

The childminder helps children to develop a good understanding of the need for a healthy lifestyle. Children are learning about healthy hygiene practices. They are beginning to understand about the importance of hand washing, before meals and after being outside. The childminder is a good role model, as the children see her regularly washing her hands before preparing meals and after changing nappies. All children have their own hand towels, which helps to prevent the spread of infection. Children enjoy their snacks and meals, provided by the childminder. Children have access to outdoor play activities so they get regular fresh air and exercise. The childminder also takes children on outings around the local area, which helps to develop their understanding of the world around them. She prepares children well for future changes in their lives.

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

The childminder has made vast improvements since the last inspection. Recently, Ofsted made a monitoring visit to the childminder and the inspector found that all requirements from the last inspection had been effectively covered. These included the childminder notifying Ofsted of changes to the adults working on the premises and carrying out regular assessments of children's learning. This is so the childminder could clearly identify children's current level of achievement and make sure they make good progress. The visit also identified that the childminder had obtained insurance certificates to ensure the drivers of the vehicles are adequately insured, in order to keep the children safe when being transported. In addition, the visit also found that the partnerships with other

providers, that the children attend, are effectively in place. This helps children to have a consistency approach to their learning and care. These requirements were also evaluated during the current inspection and are effectively implemented when required.

The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended safeguarding training and she demonstrates a good understanding of child protection issues. Robust policies are in place for recording concerns and there are clear procedures in place, should an allegation be made against an adult in the childminder's home. The childminder ensures all appropriate Disclosure and Barring Service checks are carried out for adults in her home. She implements procedures regarding the use of mobile phones and cameras. The childminder completes daily safety checks, supervises children's play and carries out regular risk assessments that help to ensure the environment is safe and suitable for children. Daily registers, accident and incident and medication forms ensure that parents understand the duty of the childminder to protect children. As a result, she puts in place good precautions to minimise risks and she fully understands her responsibilities towards promoting children's welfare.

The childminder constantly monitors how children are developing. She makes regular checks to assess that the range of activities she offers link to the areas of learning and provide children with any additional support if needed. This means good measures are in place when supporting all children's progression. The childminder demonstrates she is using good self-evaluation and she has a strong commitment to improving her professional knowledge and practice. She attends courses linked to the Early Years Foundation Stage requirements, such as paediatric first aid and learning and development. The childminder has a good awareness of her strengths and areas for development and she notes her plans for the future, alongside their impact on children and her service. The childminder has devised a consistent way of gathering parents' ideas to further assist in specifically identifying areas for development. This means that future changes take full account of their views and needs in order to maximise support for children. The childminder takes account of the older school children's views, by ensuring that they have a voice and can freely explore and enjoy the resources that they choose.

The childminder understands the importance of working closely with other early years professionals to support individual children. The childminder provides information to parents, to ensure they are well informed of the care and learning offered by the childminder. Daily, informal contact keeps parents fully informed about their children's day. Parents' written statements are very complimentary about the quality of care provided for their children. They see the progress their children are making, particularly in their speech and language, confidence and social skills. The childminder has links in place with other professionals and providers. This ensures that shared care, where appropriate, is effective in supporting continuity for children's learning and helps all children to achieve well.

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	EY225495
Local authority	Derbyshire
Inspection number	975754
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	25/03/2014
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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