

Inspection date	23/07/2014
Previous inspection date	21/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 teaches young children the key skills they need to support their future learning well. She understands how the children learn best and what their interests are, enabling her to plan experiences and opportunities for them to make good progress.
- The childminder has a good understanding of how to keep children safe, both physically and emotionally. She has put into place secure procedures for outings and has a good knowledge of safeguarding issues.
- The childminder knows how to manage her business and ensures that accurate documents and records are kept. She constantly reflects on her practice and seeks the support of others to enable her to provide the best possible care and learning for children placed with her.
- Children's confidence and self-esteem are well supported by the childminder because she gets to know them well as individuals and forms secure attachments with them. This fosters their emotional well-being.
- The childminder has effective partnerships with parents, which makes a significant contribution to children's individual care, learning and development.

It is not yet outstanding because

- The outdoor learning environment is not as rich or as varied as the indoor learning 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 checked the childminder's suitability, qualifications and her policies and procedures.
- The inspector observed activities, spoke with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers as discussed with the childminder.
- The inspector observed parts of the home used by children.

Inspector

Tina Garner

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her four adult children, in the Bestwood Park area of Nottingham. The whole of the ground floor and the first floor bathroom of the childminder's house are used for childminding. There is a rear garden for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. She provides care all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. There are currently nine children on roll, of whom four are in the early years age group, all of whom attend on a part-time basis.

What the setting needs to do to improve further

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

- extend the outdoor provision to give children a greater variety of outdoor experiences.

Inspection judgements

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

Teaching is good. The childminder has a sound knowledge and understanding of child development and how young children learn. She uses this to teach them well. She plans activities, resources and the indoor environment individually for each child she minds, based on their interests and her observations of their development needs. This ensures that children receive learning that is relevant to them and as a result, they make good progress in their learning and development. Tracking systems are in place, which ensure children make progress from their starting points and they are well prepared for their next stage of development, such as starting school. The childminder shares regular and up-to-date information with parents about their child's learning, including the progress check for children between the ages of two and three years. Therefore, they work together to promote continuity in children's learning and care.

The childminder focusses on the prime areas of learning for the youngest children. For example, good opportunities are provided for them to be active and develop physically. They enjoy manoeuvring push and pull toys and begin to take their first steps using baby walkers. Babies and young children enjoy electronic toys, such as activity toys that encourage them to press buttons and lift flaps to gain a response through either music or flashing lights. The childminder promotes their language development through labelling and encouraging their knowledge of first words. This helps them to consolidate their understanding and build on what they already know and can do.

Children enjoy a broad range of planned play opportunities to support them in all the

areas of learning. For instance, they enjoy messy play activities that include collage, painting, water play, play dough and drawing. These activities help the children to develop their mark-making skills and their skills in art and design. Children learn through active play and exploration. They use equipment to build dens, enjoy role play and dress-up as super heroes. However, the childminder has not fully developed the range of resources provided outside, in order to enhance children's development further, across all areas of learning. The childminder spends the majority of her time sat on the floor with children, which enables her to interact with young children at their level. For instance, children sit with the childminder and enjoy selecting their favourite books and listening to stories. This helps to develop their interest and supports children's excursions into imaginary worlds and enhances their early literacy skills. The childminder provides good opportunities for children to socialise with others at toddler groups, where they meet with others of a similar age. Further activities outside the home broadens their experiences in the social world and provides opportunities for them to begin to build social interaction and join in a wider range of activities. Children obviously enjoy their time at the childminder's home and they are gaining good skills to help them prepare for the next stage in their learning and in readiness for the eventual move onto school.

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

Children settle quickly with the childminder because she understands the importance of fully supporting the transition from home to her setting. Parents and children are invited to visit as often as necessary, to ensure both are happy with the arrangements and the environment. There are warm and caring relationships evident between the childminder and the children, ensuring that they feel valued and secure. Children of all ages are encouraged to be independent. Younger children are supported to feed themselves at mealtimes and older children help to tidy toys and select new activities. The childminder supports children well as they play. She recognises children's achievements and provides plenty of praise for their good behaviour. This positively reinforces children's understanding of the expectations and boosts their self-esteem.

The childminder ensures children play safely through close supervision and guidance. She encourages children to be active and explore their environment, while teaching them safe practices. Children join in with fire drills and daily checks of the premises ensure the areas used by them are suitably maintained. Children benefit from opportunities to develop their physical skills and challenge themselves as they access large equipment at the local park and join in ball games. They enjoy walking to and from toddler groups and learn about road safety as they walk. This enables children to enjoy a rich breadth of learning experiences beyond the childminder's home. The childminder is vigilant in preventing the cross-contamination of germs and ensures gloves are worn when changing nappies and surfaces are kept clear through the use of disinfectant sprays. As a result, children are kept healthy and safe.

Parents feel well informed and confident in how the childminder cares for their children. The childminder communicates well with them to share details of children's care routines and daily activities. As a result, partnerships with parents are good and secure bonds are

formed with the children. This ensures children are emotionally prepared for any changes, such as when they move onto a new setting or school.

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

The childminder has a strong understanding of her responsibilities with regard to the safeguarding and welfare requirements, providing a safe, welcoming and stimulating environment for children to enjoy. She has a secure knowledge of child protection issues and is confident to take appropriate measures should she have any concerns about children within her care. A range of comprehensive policies and procedures provide a clear focus on children's welfare. The childminder ensures that all parents receive copies of this documentation. All necessary permissions to support children's well-being are in place. Records for medication, accidents and attendance are thorough and regular emergency evacuation drills are carried out in case of fire, to further ensure children's safety. The childminder has good processes for carrying out and minimising possible risks to children, including when she takes them to the local shops or amenities.

The childminder is well organised. She has a good understanding of the requirements of the Early Years Foundation Stage and provides activities to support children's development in all the areas of learning. The childminder knows how to manage the business side of her provision to ensure that required documents and records are kept and that the security of her setting and the safety of children are maintained. This is further enhanced as policies and procedures are reviewed and updated regularly. As children move onto pre-school or school, they are supported well by the childminder. She familiarises them with the new setting and liaises with staff to make the transition process as easy as possible.

The childminder constantly reflects on her practice and drives improvement well, including meeting the recommendations that were raised at the previous inspection. She works well in partnership with parents and other professionals, which helps her to develop her own practice and to ensure continuity and consistency in children's learning. The childminder seeks support from the local authority and other childminders to enable her to share good practice ideas and to develop her own skills and the quality of her setting. She works closely with parents to ensure that she provides the best possible care and learning for the children placed with her. The childminder takes into account any comments from children and parents and uses these when reviewing her practice.

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	EY226976
Local authority	Nottingham City
Inspection number	877406
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	21/10/2009
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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