

Inspection date	03/11/2014
Previous inspection date	11/06/2009

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

- Children are making good progress in their learning and development. This is because the childminder implements effective teaching in practise and plans play carefully for each child to support them in their next steps of learning.
- Children's emotional development is supported well. The childminder understands the importance of helping children settle quickly. As a result, children form warm and secure attachments with the childminder.
- Effective partnerships with parents and others are embedded. All children's needs are being met and they receive good support to enhance their all-round development and meet their welfare needs.
- Through attending training, the childminder has secure knowledge and understanding of her role and responsibility to protect children. Overall, children are effectively safeguarded.

It is not yet outstanding because

- The childminder does not always consistently use resources to help children to build further knowledge and understanding of current events and celebrations.
- Opportunities for younger children to explore different textures and objects, such as treasure baskets, are not always readily accessible.

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.
- The inspector held a joint observation with the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and household members and the childminder's self-evaluation.
- The inspector looked at children's assessment records and a range of other documentation, including safeguarding and complaints information.
- The inspector took into account the views of parents and carers.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Worksop, Nottinghamshire and uses the whole of the downstairs area, one bedroom on the first floor and back garden for childminding. The family has two rabbits as pets. The childminder visits the local shops and parks on a regular basis. There are seven children on roll, of whom four are in the early years age group. Children attend various sessions. The childminder collects children from the local school and nursery. The childminding provision operates Monday to Friday, all year round, from 7am to 8.30pm, except for bank holidays and family holidays. The childminder 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:

- help children to build further knowledge and understanding of current events by, for example, using resources, such as books and pictures about fireworks, to support adult-led activities
- organise and make resources easily accessible, such as treasure baskets, to maximise opportunities for younger children to explore different textures and objects.

Inspection judgements

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

Children are making good progress. The quality of teaching is effective because the childminder implements in practise what she has learnt through attending training. She has a good understanding of how children learn through play and treats each child as a unique individual. From when the child first starts, the childminder understands and values the importance of gathering useful information from parents about their child's general welfare and care needs, likes, interests and stage of development. The childminder successfully uses this information to plan pertinent and relevant activities to help the children settle-in to her care, but also as a baseline for tracking their development and progress. She makes effective use of the planning and the children's assessment records to identify the next stage in their individual learning journey. The childminder successfully tracks children's development by undertaking secure observations, which are used to inform the effective planning of play activities that promote their learning.

The childminder has regular conversations with parents and shares their child's

development file with them to keep them up to date. She actively involves parents by encouraging them to contribute to their child's learning at home. For example, the childminder sensitively suggests a variety of activities, such as making marks in sand, to support children's literacy and small muscle skills for enhancing their pencil control. The childminder completes the progress check for children between the ages of two and three years effectively. She provides a written summary clearly identifying where children are in their development and what next steps they will be encouraged to take in their learning and development. The childminder helps children to gain the skills and attitudes, which they will need in their readiness for school. For example, the childminder uses in-car entertainment systems to enhance children's speaking skills by playing phonic sounds for them to listen to and copy when repeating the sounds.

Children enthusiastically engage in creative activities. The childminder plans the activity to help children to enhance their small muscle skills by encouraging them to hold glue sticks appropriately and pick up small objects for sticking. Children become absorbed in the activity using their small muscle skills well by spreading the glue on pre-cut rocket shapes. The childminder talks with children to help them recall possible events of rockets that they may have seen previously. However, the childminder does not maximise the use of resources to support children's learning to help them to build further knowledge and understanding of the current event and celebrations that links to the activity. Children use their mathematical skills well. They name shapes, such as triangle and circle, when placing them on the rockets during craft activities. Children enjoy role play. They press buttons to make sounds play while they pretend to make cups of tea. Children extend their own learning because the childminder places further resources on the floor, such as toy food for children to access by themselves. Furthermore, the childminder engages children well, gathering their level of understanding of colours. For example, the childminder asks questions that require children to think and makes good use of her teaching ability by modelling thinking and adding elements of fun to engage them further.

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

The childminder's good quality of teaching supports and promotes children's emotional well-being and overall development. She is a good role model and teaches children about keeping healthy and staying safe through daily tasks and activities. For example, children learn about how to stop germs from spreading. They know to wash their hands before eating and select their individual hand towel to dry their hands on. Furthermore, the childminder ensures the pet rabbits do not pose a health risk to children. This is because she talks to children about how to handle and care for the animals in a safe way and always wash their hands to stop germs from spreading. The childminder also talks to children about keeping safe, such as holding hands when out walking. Additionally, she raises children's awareness of keeping safe by talking to them about not going too close to the wild animals at the park, in case they may bite them. Meals are healthy and well balanced, which meet children's specific dietary requirements because the childminder discusses and agrees them with the parents first. Drinks are easily accessible because they are stored at low level and within easy reach of all children which enhances their independence skills. Children spend appropriate time outside in the back garden or at the

park. This helps children understand the benefits of time in the fresh air while exercising.

The childminder provides a safe, warm and welcoming home. She values children's creative and written artwork because she displays the finished work around the home. This helps children to feel valued and raises their self-esteem. Toys, resources and equipment are in a good state of repair. However, resources for children to explore different textures and objects are not always readily accessible. The childminder does ensure that children access a good range of resources and activities to enhance their knowledge of the similarities and differences in the wider world. For example, African ribbon sticks, chop sticks and post cards from various countries are accessible for children to use and talk about. Furthermore, the childminder carefully plans activities to involve children, such as Diwali, to help them to learn about differing religious and cultural festivals. Additionally, the childminder provides a documented reference guide for herself and to share with parents. This helps parents to understand how to share information about various festivals and celebrations correctly with their children at home.

Children's self-esteem is high and their behaviour is good because the childminder understands the importance of praising positive behaviour and being a good role model. She delivers consistent messages about what is acceptable behaviour, which helps children to feel safe and secure. Children's emotional development is supported well. The childminder understands the importance of helping children to settle quickly. She sensitively discusses and records children's overall needs as agreed with parents. The childminder plans and provides activities that children are interested in. As a result, children form warm and secure attachments with the childminder. She makes sure that children have the skills and confidence, which they need for times of change, such as moving onto school. The childminder also values the importance of linking with schools and shares information with teachers, which is relevant to children's next steps or to complement their learning.

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

The childminder has a secure knowledge of child-protection procedures. She has undertaken safeguarding training and has a good understanding of current requirements regarding the protection of children. Appropriate safeguarding policies and robust procedures are in place, which the childminder confidently follows should she have any concerns regarding a child in her care. The childminder ensures that the number of children, which she cares for, meets requirements at all times, including when they attend. For example, in an emergency situation or supporting a family in providing continuity of care for children. This ensures that the childminder is able to support children in their learning and development while meeting their overall needs. The childminder understands the importance of checking that all adults living or working on the premises are suitable. She has undertaken Disclosure and Barring Service checks for all relevant individuals. Risk assessments are robust and identify any potential hazards. For example, the childminder completes visual checks before children arrive in her care to ensure all areas where they play are safe and secure.

A good range of written policies and procedures successfully underpin the running of the service, which she provides. The childminder ensures that parents are familiar with them. For example, the complaints policy is shared with parents from when they first start. It includes what to do if they need to address any concerns with relevant contact numbers and time scales. Overall, records are held securely and shared in a confidential way. The childminder has a secure understanding of data protection and when and how to share information safely. The childminder uses effective evaluation tools to assess and identify areas for improvement. Recommendations made at the last inspection have been addressed well. For example, she uses on-line guidance to reflect on the service, which she provides, as well as seeking suggestions and ideas from parents, children and family members. She uses this information and takes action to make improvements, such as maintaining a current paediatric first-aid qualification, to enable her to confidently deal with any minor accidents or injuries of children. Furthermore, the childminder observes how children play and the progress, which they make as a way to monitor the educational programmes, ensuring that they are benefiting from their time in her care. This ensures that the outcomes for children continue to improve and successfully promotes their enjoyment, learning and development.

Effective partnerships with parents and others are embedded. All children's needs are being met and they receive good support to enhance their all-round development and welfare needs. The childminder understands the importance of communicating with parents from the start. She maintains a regular two-way flow of communication and keeps parents updated about their child's overall needs and progress. For example, sensitive suggestions are made to parents about what they can do at home to build on their child's learning. She also listens to what they tell her about their child's achievements at home. Feedback from parents, who have completed written parental questionnaires, is positive about the service that the childminder provides. They state that they are very happy and value the childminder's flexibility and overall support, which she provides. This is with particular regard to how some children's behaviour has improved since being in the care of the childminder because of her consistent and clear messages that she delivers to them. Furthermore, parents discuss the strategies with the childminder and continue to use them at home, to which children consistently benefit. The childminder understands the benefits of liaising with teachers to help her to plan relevant activities to support children's progress and complement their overall learning. For example, she enhances and further supports children's literacy skills by encouraging them to write their surname because they already confidently write their first name.

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	EY227380
Local authority	Nottinghamshire
Inspection number	877411
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	11/06/2009
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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