

Inspection date

13/12/2013

Previous inspection date

09/02/2009

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

- Relationships and attachments between the childminder and children are good. This means children are happy, feel safe, and are secure in the childminder's care.
- 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. She does this effectively by implementing clear policies, procedures and by being actively involved in children's play.
- Partnerships with parents are strong. Parents are actively encouraged to be involved in their child's learning and they speak very highly about the service and care their children receive.
- Children are stimulated and keen to learn in this inclusive and welcoming indoor environment. Consequently, they have lots of fun and show high levels of curiosity and imagination.

It is not yet outstanding because

- There is scope to extend the links with other early years settings that children attend to enable all parties to work in partnership together to ensure children receive effective continuity in their learning.

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 observed activities in the playroom.
- The inspector conducted a join observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector looked at children's learning journey records, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the childminder and all household members over 16 years.
- The inspector took account of the views of parents through the childminder's recent parents questionnaires.

Inspector

Sue Riley

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 family in a semi-detached house, in Carlton, a suburb of Nottingham. Children have access to the whole of the ground floor which includes a playroom, quiet room and lounge. Toilet facilities are on the first floor, there is also an enclosed back garden available for outside play. The premises are accessed by a low step. The family has dog. The childminder attends toddler groups and visits the shops and parks on a regular basis. She takes and collects children from the local schools and pre-schools. There are currently 11 children on roll of whom, six are the early years age range attending part-time during the week. She operates Monday to Friday all year round from 7am to 6pm, except bank holidays and family holidays. At times, the childminder works with an assistant. The childminder holds a recognised childcare qualification at level 3.

What the setting needs to do to improve further

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

- develop greater partnership working with other early years settings, to enable all parties to work together to support children and identify their next steps in their learning.

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 and therefore promotes children's learning and development well. Effective planning and good organisation ensures that every child is challenged by the learning experiences provided. Through completing the progress check at age two, the childminder ensures any early intervention that may be needed is quickly and efficiently identified. 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. They make good progress in their learning and development and are well-prepared for their next stage in learning. The childminder demonstrates a good understanding of how to engage children and capture their interests. She offers a positive environment in which children can learn and play. This helps them to feel valued, safe and happy and empowers children to make decisions and discuss ideas. This results in children being enthusiastic learners and concentrating for long periods of time at their chosen activities. Children are very curious about things and engage in open-ended activities. They help themselves to the activities of their choice from the well-organised playroom. For example, one child takes a child's laptop off the shelf and sits and plays with this. The

childminder follows this interest, engages with the child, and extends their learning. For example, talking about the letters on the keyboard and asking pertinent questions to check the child's knowledge and extend their thinking. Children demonstrate friendly behaviour, as they initiate conversations and form good relationships with familiar and unfamiliar adults. For example, they confidently talk to and interact with the inspector, asking her lots of questions and telling her things. Children begin to explore vocabulary because the childminder talks with them consistently about what they are doing and encourages them to respond to her. They are very aware of the routines that the childminder has in place.

As children play, they use their imagination well as they imitate others. For example, they cook in the play kitchen and serve the food. Children get excited as they play with the pop up toaster, they laugh and giggle as they wait for the toast to 'pop up'. They play with the play dough and use their small muscles as they squeeze and manipulate the playdough into their required shape. They learn new skills as they use the rolling pin to flatten the dough and then recognise the different marks and patterns they make as they use the pastry wheel. No opportunities are missed for learning, for example, when tidying the playdough away the children are encouraged to match the correct lids with the colour of playdough. Also when going up and down stairs, children are encouraged to count the steps. Children's independence is promoted very well. For example, the children see to their own hygiene routines and see to their own needs. Through regular outings, which include visits to the park, and different groups children have good opportunities to explore the world in which they live, nature and to develop their physical skills. When playing at the park, they climb, run, balance and use apparatus. Children demonstrate that they have good small muscle control as they build and design with the coloured plastic bricks.

The childminder is actively involved in children's play and she interacts with them very well. She demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. She observes children's learning and records her findings in their 'learning journeys'. She successfully uses the information to identify children's learning priorities and makes plans to ensure children make as much progress as they can towards all the early learning goals. The childminder works well with parents to help children to settle. She encourages parents to share what they know about their child and keeps them very well informed of their child's progress, through the children's learning journeys. The childminder demonstrates a good awareness of the progress check at age two. 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 enables children to follow their own interests.

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. 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, this supports children's understanding of what is acceptable behaviour, such as being kind and respectful towards others. 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 children have good opportunities to be independent appropriate to their ages. For example, the children are encouraged to help with the tidying away of the toys before snack time and are praised for this. The childminder promotes children's health well. She works with parents to meet all dietary needs and ensure that all children are nourished. Children tuck in to their healthy snack of a variety of fresh fruits. They help themselves to a drink as they become thirsty, which helps to ensure that they stay suitably hydrated. 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.

The childminder completes risk assessments and this minimises hazards to children to promote their well-being. 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 takes children on regular outings such as to the park, soft play centres and different local groups. These opportunities provide experiences for children to learn about risks in their local environment, such as road safety and 'stranger danger'. The childminder provides the space and freedom for children to explore while being kept safe through her supervision and support.

The childminder offers a wide range of good quality resources and activities to children that are selected to meet their stage of development and particular interest. Children demonstrate that they feel secure and form good emotional attachments with the childminder. They benefit from visits to toddler groups which enable them to develop confidence in new experiences and to help them socialise. Children have numerous opportunities to learn about other cultures and beliefs as the childminder provides a range of resources, activities and experiences. For example, they have food tasting days, where they try foods from different countries. 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. 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 recently updated her safeguarding policy to be fully in line with the expected requirements. She is very aware to fully protect children at all times, and supervises them well. The childminder demonstrates through her documents and discussions a high regard to the safety of children. For example, through effective risk assessments, policies and procedures, such as dealing with accidents and safe administration of medicines. This practice fully safeguards children. She ensures parents are made aware of the policies and procedures which support her practice.

The childminder demonstrates a positive approach to improving her professional development in order to enhance the learning, development and care of the children in her setting. She attends regular training and meets with other local childminder's to improve her own knowledge and understanding around caring for children. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. Through parental questionnaires and discussions with children, the childminder is positively striving towards involving others in her self-evaluation process. The childminder has suitably addressed the recommendations raised at her last inspection. She has a positive and strong commitment towards monitoring and evaluating her service. She regularly reviews and monitors children's progress records and planning documents to ensure she offers a broad range of activities across all areas of learning.

The childminder's relationships with parents are good. Parents are provided with a wealth of information about the childminder and her provision. They are given a parent pack, and regular newsletters. The childminder has notice boards up in the playroom with the daily activities of what the children have been playing with along with photographs of the children having fun. The current parents prefer daily discussions with the childminder to exchange information about their children. The childminder also uses text messaging as a form of exchanging information about children's care needs and their achievements. This effective communication contributes to meeting children's individual needs. Relationships with parents are very well established. However, the relationship with other early years providers that also care for the children are not as well established. The childminder shares information about the care of the children to ensure they are fully protected. Parents inform the childminder of their children's needs at the beginning of the placement and regularly discuss their children's learning priorities identified at home and within the setting. Parents complete questionnaires for the childminder. Comments from parents are very positive about the care children receive. They state they are very happy with the care their children receive and that children never want to go home. Parents like the art and craft activities that their children do. They feel their children are always safe and happy, and developing at the correct levels for their age and stage. One parent commented that they could not wish for a kinder, nicer person to provide childcare to their children. The childminder fully understands the importance of working in partnership with external agencies, such as health professionals so that appropriate measures are taken to meet any identified needs children may have.

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	EY229710
Local authority	Nottinghamshire
Inspection number	942395
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	09/02/2009
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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