

Inspection date	17/04/2014
Previous inspection date	13/12/2013

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 very good. The childminder has a secure knowledge and understanding of how children learn and develop. The childminder carefully observes them at play, assesses their skills and interacts effectively to further support their learning.
- The childminder is well-organised and is reflective about her practice. The childminder demonstrates a strong desire to learn and continually update her knowledge and skills in all areas relating to the care and learning of children.
- Children are kept safe because the childminder has a good understanding of safeguarding and implements a comprehensive set of policies and risk assessments.
- 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.

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 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 spoke with the childminder, assistant 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 and parents reviews on the web.

Inspector

Sue Riley

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 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 a 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 eight children on roll, of whom four 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. 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:

- enrich opportunities for children to access natural resources to enhance their sensory skills by introducing, for example, treasure baskets.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Children enjoy the time they spend with the childminder. The childminder provides a welcoming family home with a good range of play equipment and resources, where children can learn through play. She plans a broad range of activities, both in the home and through outings, which capture children's interest. Teaching is effective and children are making good progress given their starting points. Children begin to explore vocabulary because the childminder talks with them about what they are doing and encourages them to respond to her. For example, she encourages the younger children to say the word 'car' as she plays with them and the cars. The childminder is actively involved in children's play and 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. The childminder observes children's learning and records her findings in their 'learning journeys'. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable children to pursue their own interests. The childminder gets down to children's level and plays with them. She pays attention to how children engage in activities allowing them to try and solve their own problems and offering support and encouragement as needed. This means children gain a real sense of

achievement. The childminder effectively encourages children's communication and language skills and promotes their physical and personal, social and emotional development. Their good progress in these areas ensures that they have the key skills needed for the next steps in their learning, such as nursery or school.

The childminder is aware of what children's current interests are and ensures she incorporates these in her planning. For example, one child loves cars and motorbikes, so these are made readily available for them. As the child plays with the cars they concentrate very well as they place them in orderly lines and move them around road ways on the play mat. Children imitate the adults as they play in the role play kitchen, cooking and making meals. They enjoy books and love having stories read to them. Children help with the tidying up of the toys before they eat their snack or meal. The childminder explains why they need to tidy up the toys off the floor, so they will not fall over them, this helps the younger children begin to learn to keep themselves safe. Younger children enjoy looking at photographs of themselves as they show the inspector their learning journeys. The childminder also displays photographs of children around the play areas. This gives children a sense of belonging and opportunities to recall what they have recently taken part in. The younger children develop their early information technology skills as they play with interactive toys and children's computers. They enjoy pressing the buttons and waiting for the reaction. They smile as they wait as they know that they have achieved something.

The childminder works closely with parents and carers, gathering information about children's starting points and routines. As a result, she is able to help children make good progress, as she successfully builds on what they already know. Learning journey files show observations and activities that children have taken part in, based on their next steps. Consequently, children are effectively challenged to make good progress. The childminder demonstrates a clear understanding of her responsibilities relating to the progress check at age two and shares assessments with parents and carers in a timely fashion. This means that younger children's assessments are monitored effectively so that early intervention can be sought as necessary. The childminder makes good use of the local area to provide experiences for children to enhance their learning. For example, regular visits to different groups help develop children's social skills as they meet other children and adults. Through the warm and close relationships children have with the childminder and her assistant, they feel secure to grow in confidence. This helps them to become increasingly independent. These skills help prepare children for school or other settings when the time comes.

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

Children are settled and emotionally secure. The childminder provides a warm and caring environment, where she knows children well as individuals. Children develop trusting relationships with the childminder, assistant and one another. The childminder works well with parents, she gains information from them so that she understands their children's starting points, can get to know the child and family and meet their individual needs. The childminder requests useful information from parents, which helps her to follow young

children's routines. This means they sleep and eat according to their individual needs, which supports the smooth move between home and the childminding setting. The childminder helps children know what to expect through familiar routines and clear explanations, consequently, they behave well. For example, she offers gentle encouragement to support young children in understanding and managing their behaviour especially around the sharing of resources. The childminder praises children's efforts and achievements regularly, which helps boost their self-esteem and confidence. She ensures she spends time with all children so that they feel special and valued, which results in children having a positive self-image. Children are happy and settled in the childminder's home, they are confident and form good attachments with the childminder's family.

Children have access to a range of stimulating resources, which are age and stage appropriate and support their independence as they make choices about their play. They develop an understanding of their own safety because the childminder makes sure that daily opportunities are included to learn about safety. For example, on the walk to and from school children learn about the importance of crossing the roads safely. Regular fire drills help children to know what is expected of them in a real situation. The childminder takes children on regular outings. These opportunities provide experiences for children to learn about risks in their local environment, such as road safety and stranger danger. Children have opportunities to explore the community around them as they go out and about to different local places. They benefit from visits to toddler groups, which enables them to develop confidence in new experiences and to help them socialise. The childminder has a positive attitude to equal opportunities and welcomes all children and families into the home. Children have numerous opportunities to learn about other cultures and beliefs as the childminder provides a range of resources, activities and experiences.

The childminder promotes children's healthy lifestyle well. She provides a range of balanced and nutritious snacks and meals to support children's understanding of a healthy eating. Children have good opportunities to enjoy fresh air and exercise as they regularly use the garden and they attend a range of outside activities and toddler groups. The childminder supports children with personal hygiene routines and helps them to develop increasing independence.

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

The childminder has a good understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. She is aware of how children learn through play and real experiences and knows how to promote good progress in their overall development. The childminder monitors children's learning and their achievements by carrying out frequent observations and making assessments of their progress. She implements the progress check at age two, which is shared with parents and carers. This helps to identify early identification of gaps in children's learning, to enable appropriate intervention to be sought as necessary. The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare

requirements and implements these appropriately to promote children's safety and well-being. She has suitable safety equipment and clear routines to make sure she can promote children's welfare effectively. The childminder has a good understanding of child protection, which includes recognising signs and symptoms that would cause concern about a child in her care. She is clear about her responsibilities in following correct procedures to help protect children from harm. Policies and procedures are clear and well-written so that they are easily understood. They are reviewed regularly to ensure they remain effective. The childminder ensures that her assistant is aware of all her policies and procedures to ensure she is fully aware of the childminder's practice. Appropriate checks have been completed on relevant people living on the premises and regular risk assessments are completed to ensure that children's safety is fully promoted. The childminder demonstrates a high regard for the safety of children. The childminder closely monitors all the areas children access, inside and outdoors, to ensure that any potential hazards are minimised. She ensures that children are kept safe on outings as she completes risk assessments. The childminder ensures that both she and her assistant have appropriate car insurance. She has a policy for children travelling in a vehicle, which includes the use of appropriate car seats and the age limit for a child to sit in the front of a vehicle. The childminder demonstrates a secure understanding of child to adult ratios and ensures these are maintained at all times.

Partnerships with parents are strong. The childminder's good procedures for working with parents mean that children's care is consistent and parents are well-informed about their child's activities and progress. For example, she shares information on a daily basis, both verbally and through children's assessment records. Although, presently, none of the minded children attend other settings, the childminder is fully aware of the importance of establishing links with these early years settings in order to exchange information, so that they can work together to promote children's learning and development. The childminder ensures parents are made aware of the policies and procedures which support her practice. Where relevant the childminder gains parents' written consent to ensure the safety and well-being of their child, for example, to leave the assistant in sole charge of children for short periods of time. 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.

The childminder attends training whenever possible to update her knowledge and skills and uses her knowledge of child development and the Early Years Foundation Stage guidance to support her in continually monitoring children's progress. She ensures that the environment is warm and welcoming to children and has resources readily available for them to make their own choices. However, some toys and resources, such as natural resources and treasure baskets, are not always readily available to enhance further the younger children's exploratory and sensory skills. Parents speak highly of the childminder and feel well-informed about their children's learning and development. The childminder evaluates her provision by completing a self-evaluation document, which helps her identify areas for development. The childminder involves parents in her self-evaluation through gathering regular feedback and questionnaires. Parents state that they are very happy with the care their children receive; they know children are always safe and content within the childminder's care. Parents comment that the care provided is above and beyond expected. They also state that the childminder is flexible, accommodating, warm,

thoughtful and treats every child like one of her own. The childminder is aware that she is responsible for the well-being of children at all times, when leaving children in sole charge of her assistant for short periods of time. She ensures that relevant records regarding the assistant are maintained and they hold a current first aid certificate. The childminder has successfully addressed the recommendation set at the last inspection. She fully understands the benefits of working in close partnership with other providers of the provision that children may attend. This ensures all adults have a shared and agreed view of children's individual needs and ensures the progression of children's learning.

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	966856
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	13/12/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

