

Inspection date	22/05/2013
Previous inspection date	24/06/2009

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

- Children settle quickly and form strong attachments and relationships with the childminder. This helps children feel safe and secure.
- The childminder plans stimulating and challenging activities, both indoors and outdoors, to ensure children are motivated and eager to learn.
- The childminder has a good understanding of her responsibilities to ensure that she meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. This fully supports children's welfare and safety.
- Strong partnerships have been formed with parents who feel fully involved in what their child is learning while at the childminder's home.

It is not yet outstanding because

- Children do not always have opportunities to talk and share their memories of trips or special events they encounter, to help them remember and recall the experiences.
- There is scope to enhance self-evaluation even further to ensure that it is sharply focussed on making improvements in order of priority.

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 held discussions with the childminder and spoke to children throughout the inspection.
- The inspector observed children in their play, indoors and outside and at lunchtime.
- The inspector looked at children's assessment, learning journeys records and planning documentation.
- The inspector held a joint observation with the childminder.
- The inspector checked evidence the qualifications, self-evaluation and policies and procedures of the childminder's.

Inspector

Janice Hughes

Full Report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 15 and 16 years in Mickleover, in Derbyshire. The whole house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder operates Monday to Friday, 8am until 6pm all year round, except for family and bank holidays. There are currently 12 children on roll, of whom five are in the early years age group. She drives to take children to and from school, children's groups and on outings. She is a member of the Professional Association for Childcare and Early Years (PACEY) 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:

- increase the ways children record the special events and trips out, to help them remember these experiences and share the memories with others, for example, by making a book of 'special events' or 'trips out', collecting photographs, drawing and writing
- enhance the already good self-evaluation and continuous improvement, for example, by making improvements in order of priority to ensure the maximum benefit to children's learning and welfare over time, for example, by devising an action plan.

Inspection judgements

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

The childminder has developed her knowledge of the Statutory Framework for the Early Years Foundation Stage. She has a good understanding of how to promote children's learning and development through play and provides children with challenging experiences to enhance their learning. She gains valuable information about what children know, understand and can do from watching them in their settling-in times. She uses this information effectively to form her 'starting points'. As a result, children settle quickly because she can plan activities that interest their individual preferences. She continues to observe the children while they play and uses the information to identify children's next steps of learning and inform planning. Consequently, children are engaged in interesting,

purposeful and worthwhile activities at all times. The childminder's assessment procedures are robust enough to enable her to successfully complete the progress check at aged two and summaries of children's achievements. As a result, the children are making good progress towards the early learning goals.

The childminder promotes children's physical development well. Children have opportunities to use their handling skills effectively. They complete jigsaw puzzles, use paint brushes and build with construction toys. Children love being outside and have regular opportunities to develop their movement skills by using large play equipment, both at parks and at home, where they learn to climb, balance and play ball games. Children are understanding the world around them. They are finding out about people and communities effectively because they make regular visits into the shops and visit many toddler groups. These activities positively help children to socialise with more children and prepare them for their next stage of learning and attendance at pre-school or school. In addition, the children enjoy trips to local attractions, the library and woodlands. However, the childminder does not preserve the children's memories of these trips or special events to enable the children to talk and share the experiences they have encountered and help them to remember the experiences. Children enjoy learning about the natural world as they watch the windmill spinning round and hunt for mini beasts in the garden. Children's future skills are encouraged as the childminder promotes the use of technology in their play. For example, children are fascinated by the press button toys as the animals pop up and make sounds.

Children are enthusiastic, inquisitive and keen to learn, demonstrating the characteristics of effective learning. The childminder has high expectations of the children and motivates children well. She interacts with children effectively, engaging with them positively during activities and play. Children's language is developing effectively because the childminder constantly talks about what they are doing and extends their vocabulary through introducing new words. She challenges their levels of communication by using suitable questions and comments. For example, while children play with the farm she constantly asks the children 'What animal is this?' and 'What noise do they make'. This results in the children responding to her questions accurately and developing their thinking and language skills efficiently. Children show enjoyment of books and snuggle with the childminder to look at a farm book. They turn the pages one at a time and point to familiar pictures and characters. The childminder models vocal sounds and actions as she reads stories and uses positional language to engage children's curiosity and interest, establishing reading as a pleasurable experience from an early age. For example, they talk about the tractor and how it moves, its colour and how many wheels there are. The childminder extends this learning by providing a tractor game and a tractor for children to play with independently.

Children are happy expressing themselves and represent their ideas using a wide selection of materials, as they practise early writing skills to try and write their name and draw pictures. They use lots of role-play equipment to act out scenarios they know. For example, as they 'go shopping' or 'make a cup of tea'. The childminder promotes children's knowledge of mathematics through activities, such as encouraging children to sort shapes, count farm animals and recognise the size and shapes while play. To enhance this area of learning the childminder provides opportunities for the children to bake. Here,

they weigh the ingredients and begin to recognise the numbers on the scales.

Parents are kept efficiently informed about their child's progress. They are involved in their children's learning from the start. They are able to see their children's learning journey records. The childminder produces a well-organised learning journal, which she shares with them. This contains children's work, written observations and photographs. As a result, the parents know what their children are doing while in the childminder's care and they can extend children's learning opportunities at home if they wish. They comment that they are 'happy with the progress their children are making'.

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

The childminder provides a warm and safe environment with a keen emphasis on children's emotional well-being and safety through the procedures she has put in place. Children have a secure attachment with the childminder and make good friendships with each other. The childminder sets good examples to children and encourages them to be helpful, kind and polite. She has strong attachments and trusting relationships with children so they are confident and happy to be there. Children have valuable opportunities to develop their independence. The childminder is a good role-model, she negotiates gently with the children to tidy away toys before getting out some more. Parents provide the childminder with background information to ensure that she can meet individual welfare needs effectively and the transition from their home to hers, is smooth.

Children's individual routines are closely followed, benefiting their good health and well-being. This means that children rest and sleep when they are tired and enjoy nutritious meals and snacks when they are hungry. Consistent routines are followed and the childminder is highly effective in making sure that all children are able to participate fully in all activities and routines of the day. Children learn to take turns and share as they meet other children of similar and different ages, both within the childminder's home and at other settings. This gives them the confidence to form friendships and to understand behaviour boundaries when they are ready to explore the wider community.

The well-resourced learning environment ensures children's all round development is good as they learn through play, following their own interests and co-operating in activities with others. The childminder has a wide range of high quality resources and toys, which are stored around the home. Children have choices of what to play with, which helps their independence and free choice.

Children develop a secure understanding about safety inside and outside as the childminder helps them to understand risk and reminds them of safety rules. For example, they know to use 'indoor feet' and 'indoor voices' to create an environment in which they do not run around and reduce the noise level within the house. Children behave well. They are reminded about behaving in ways that keep them safe, such as eating slowly. The childminder involves them in regular fire drills so they are familiar with how to behave in the event of an emergency evacuation. The childminder rewards children's efforts saying 'Well done' and by giving stickers, which boost their self-esteem.

The childminder promotes children's healthy lifestyles to a high standard. Children are cared for in a very clean and well-maintained environment in which they practise good personal hygiene routines. They learn that their hands must be clean before eating and begin to dress themselves for outdoor play. The childminder supports children in gaining a good understanding of the importance of a healthy lifestyle well. For example, they grow their own vegetables and then eat them. Children are active indoors and benefit from lots of outdoor activities daily. They walk locally and play actively in the garden, which keeps them active. At the childminder's home, children benefit from the healthy foods on offer. They hear reminders about why they need to eat nutritious food, such as to make them 'big and strong'.

Children are developing the skills required to support their future learning and to prepare them for moving on to other settings. The childminder provides effective support for children preparing for their transition to school, such as discussion, activities and school visits as necessary.

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

The childminder meets her responsibilities in upholding the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage at all times. Children are well safeguarded because the childminder has a strong knowledge of child protection issues. She has attended training in child protection to ensure her knowledge of the signs, symptoms and reporting procedures are secure. She completes comprehensive records for the efficient running of her service. This includes detailed risk assessments for her home and while on outings. She effectively monitors the progress of the children in her care through her secure understanding of the learning and development requirements and her good use of the guidance in Development Matters in the Early Years Foundation Stage. This helps her assess that children are developing within the expected range for their age. As a result, the childminder provides children with a broad and balanced range of experiences to help them make good levels of progress.

The childminder is keen to offer a good quality service to benefit children and their families. She is enthusiastic to attend training and workshops provided by the local authority to further develop her skills and knowledge to provide better activities and opportunities for children. She has completed successfully all of the recommendations from her last inspection, which shows her good drive for improvement. She evaluates her practice and has a good commitment to improving her service. She has completed a written self-evaluation of her setting, which involves the parents effectively. For example, she asks parents to complete questionnaires that provide feedback about her service. She identifies her strengths and weaknesses for improvement. However, there is scope to devise ways that identified areas for improvement are prioritised, for example, through the use of an action plan, so that there is maximum benefit to children's learning and welfare.

Strong relationships are established with parents. The childminder has developed written policies relating to her service, which she shares with parents keeping them informed of her responsibilities. She communicates verbally with parents on a daily basis, this ensures

parents are fully aware of the care provided and the activities their children have encountered during the time spent with the childminder. Parents speak highly of her service and her commitment to meet their children's care needs, in the written questionnaires they have completed. She takes and collects children to and from school and playgroup and ensures that relevant information is relayed back to parents. The childminder communicates and makes links with others, where children attend other early year's settings. This enables children to receive a consistent approach to enhance their development. She liaises efficiently with other childcare professionals, such as those from the local authority, to help develop her further understanding of childcare issues.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY267045
Local authority	Derbyshire
Inspection number	913040
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	24/06/2009
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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