

Inspection date	07/05/2014
Previous inspection date	11/12/2008

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

- The childminder has a sound understanding of how to promote children's good progress in their learning and development.
- Children's speaking skills are developing well. The childminder introduces new words and asks open-ended questions to extend children's thinking skills.
- The childminder works effectively with parents to settle children in and provides children with comfort and reassurance. Consequently, children form warm and secure attachments with her.
- The childminder ensures that children are safe within her home and on outings through the use of effective risk assessments and secure knowledge of how to safeguard children.

It is not yet outstanding because

- There is scope to improve the information gained from parents about children's starting points in their learning, to further support children's learning and development.
- The childminder, on some occasions, intervenes in an activity too quickly, which restricts children being able to complete their own tasks to their satisfaction and prevents even further enhancement of their problem solving skills.

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.
- The inspector observed activities indoors.
- The inspector took account of children's assessment and learning records.
- The inspector held a joint observation with the childminder.
- The inspector sampled relevant documentation, including policies, procedures and the childminder's qualification and suitability.

Inspector

Janice Hughes

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband and two children aged 11 and 15 in Sinfen, Derby. The whole ground floor, along with the first floor toilet, bathroom and two bedrooms are used for childminding. There is an enclosed garden for outside play. The childminder provides care from Monday to Friday 7am and 6pm, all year round, except for Christmas, bank holidays and family holidays. She is currently minding four children, of whom three are in the early years age range. The childminder walks to local schools to take and collect children. She attends the local toddler group. The family has two cats as pets.

What the setting needs to do to improve further

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

- focus more precisely on the range of information gained from parents, including children's capabilities and what they can already do, to inform children's starting points and further support children's learning and development
- promote further children's problem solving skills and completion of their own tasks by taking time to stand back, without intervening in activities, in order for children to take the lead.

Inspection judgements

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

The childminder teaches well and is passionate about her role. She understands that children learn through play and plans a good balance of adult-led and child-initiated activities. These activities, in the main, motivate children to explore and investigate to enhance their learning. The childminder interacts with children well and joins in with their play to support all aspects of their learning. However, on occasions, she is over keen to intervene in activities that children are taking part in and makes too many suggestions. As a result, some children stop what they are doing and move away from their play. Therefore, children are not always able to complete their tasks to their satisfaction or to fully solve problems for themselves. In contrast, she is promoting communication and language skills extremely well. She listens to children, gives them time to respond to her questions, introduces new words to their vocabulary and holds purposeful conversations with them. For example, while looking at pictures of crocodiles, she emphasises their bumpy back and shows children their sharp teeth. This evolves into a conversation about children brushing their teeth. Children have good handling skills and this is demonstrated as they use small and large bricks to build towers. The older children carefully place one

brick on top of another and make rows of bricks along the floor, whereas younger children pass them from hand to hand. With support from the childminder, children succeed in building a tower. Children thoroughly enjoy this activity and scream with delight as the towers fall down.

Children enjoy the outside environment. They are able to ride on sit-and-ride toys and play with small equipment, such as bats and balls in the garden. This aids their movement skills well. To challenge the children's physical development and promote risk taking, the childminder takes them regularly to the local park. Here, they climb and balance on larger equipment and run around in a spacious area. The childminder takes children on woodland walks and they gather items to collect, such as twigs and leaves. Photographs show that children enjoy these outings. To further develop children's enjoyment of the natural world, they dig in the garden and plant flowers. The childminder supports children's mathematical skills well. She provides good activities that challenge them effectively. For example, they play number hop scotch and recognise and count the numbers accurately. She provides baking opportunities, where children learn to weigh and estimate the ingredients and learn about shape and size in their play. Children have opportunities to make marks using chalks, paint brushes and sand. These encourage children to learn how to hold tools efficiently, which aids their early writing skills. Books play a part in the children's play. They sit independently and turn pages looking at the pictures. They sit and listen and concentrate as the childminder reads a story as they snuggle on the sofa. As a result, they are beginning to understand that books bring pleasure and are learning early literacy skills. Children are able to select their own play and eagerly go to the musical instrument box. They take out tambourines and begin to shake them as they move around the room. This enables them to express their feeling and when the childminder puts on the music, they dance with enthusiasm. This also demonstrates that children are happy and content and are thoroughly enjoying their time with the childminder.

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

Children are well motivated and keen to learn at this childminder's home. The childminder has a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She obtains relevant information from parents when children start, about their preferences and dislikes. As a result, she can provide activities that are of interest to the children when they first start. Consequently, they settle quickly into her care. In spite of this process, there is scope to improve the information gained from parents, specifically about children's capabilities and what they can already do, so that she can effectively further support children's learning and inform their starting points. The childminder observes the children while they play and uses the information she gathers to identify their next steps in their learning and plan activities that challenge and stimulate them. Assessment procedures are robust enough to identify any gaps in children's learning and successfully implement the progress check at age two. Consequently, the childminder is able to identify when early intervention is needed, so that children receive the appropriate support to meet their learning needs. As a result, children are acquiring the necessary skills for their readiness to school and progressing well towards the early learning goals. Children's progress is clearly recorded in their

individual learning journal records and these are shared with parents on a regular basis. Parents are involved in children's learning well because there is two-way communication between the childminder and parents. Both parties pass on information about the achievements the children have made, meaning they can support their development effectively.

Children's well-being is fostered effectively and they develop a strong sense of belonging and security in this warm and nurturing home. They develop close and caring relationships with the childminder, who is familiar with their individual needs and effectively provides them with emotional and practical support. She is very caring and sensitive to children's needs and works closely with parents to ensure children's needs are met. Good consideration is given to settling-in procedures to ensure children easily separate from their parents. She makes sure that children follow a familiar routine and receive individual attention and reassurance. This aids children's eventual move from their home to the childminder's setting. The childminder has good behaviour management strategies. She gives children lots of praise for their efforts. She teaches children from an early age to share and take turns and respect each other's play. As a result, children show good levels of self-esteem and they learn, in turn, how to be respectful towards others and behave well. All children are, therefore, well prepared emotionally for their next stages in learning.

The learning environment has high levels of good quality toys and resources to cover all areas of learning. The childminder takes good care to ensure children are able to easily select these to develop their play. Baskets of toys at floor level and low shelving offer children many opportunities to develop independence and to express their preferences. At snack time, children are encouraged to wipe their own hands and to peel their banana, promoting good development of their self-skills and independence. Children's safety is given good attention and they play in a safe and secure environment. The childminder is vigilant and she supervises children well. She recognises her role to minimise the risks to children, including protecting them from harm. The childminder carefully monitors children's health and safety through her robust risk assessments and daily checks, so they are looked after in safe, secure surroundings, which are very comfortable and clean. The childminder routinely talks to children about aspects of safety, such as explaining the importance of sitting on a chair correctly and being careful around others while playing with the blocks and push along toys.

The childminder provides children with well-balanced meals and snacks and ensures that drinking water is always readily available. She talks with children about the value of drinking water. The childminder makes a note of children's dietary needs and talks with them about the benefits of healthy foods. Children sit and eat together around the table. This promotes good eating habits and provides happy mealtimes in which children eat well, to ensure they are nourished throughout the day. Children enjoy daily exercise as they play in the fresh air in the garden and at the park.

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

The childminder has developed a secure awareness of the safeguarding and welfare requirements for the Early Years Foundation Stage. She has written safeguarding policies and is aware of possible signs that may indicate child protection issues. In addition, she is aware of procedures to follow to manage any concern arising, to help protect children from harm. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She shares her policies with parents and provides clear information about her practice, to encourage their involvement. This includes obtaining the required written parental consents, such as for taking children on outings, which supports her in working with parents' wishes. The childminder regularly assesses her home for possible risks and to make sure appropriate prevention is in place. For example, she keeps the front and back doors locked, with keys kept nearby and cleaning materials are locked away. Main kitchen appliances, such as the cooker are switched off at the mains, when not in use. As a result, the childminder implements suitable procedures to help minimise accidents to children and help to keep them safe.

The childminder is reflective of her practice and has made positive improvements since the last inspection. She has reviewed her planning systems and evaluates activities through her awareness of their individual developmental stages. This helps her monitor children's progress and provide interesting play activities that build on their current abilities. This effectively supports children in making good progress in their learning. She has a good understanding about how children learn through play and real experiences and she knows how to promote good progress in their overall development. The childminder's evaluation of her provision is ongoing. She adapts and changes planning and resources according to children's interests and abilities. The childminder identifies relevant areas for development. For example, she plans to develop the garden to include more messy play and an area for children to learn about planting and growing. This will increase opportunities for children to explore materials and understand the world around them. The childminder keeps up to date with changes and improves her knowledge by reading relevant early years education publications. In addition, she regularly meets up with other childminders to discuss current childcare issues.

The childminder promotes effective partnerships with parents and other professionals. She is keen to involve parents and children in the improvements of her service. Parents complete questionnaires. These are positivity received and parents' comment that they are happy with the service that is provided. The childminder supplies important information about her childminding service by way of written policies, discussion and displays in her home. The childminder encourages daily exchange of information with parents, so that she can meet children's individual needs well. The daily diary gives parents information about food and drink consumed, nappy changing and sleep times, in addition to a summary of their child's day. Parents say that their children have developed good relationships with the childminder who provides a safe, caring and nurturing environment. They recognise the achievements their children have made since attending the childminding setting. The childminder has made effective links with other establishments that children may attend. She has put in place a three-way communication book, which means all parties involved in children's learning and care know what is happening. This, in turn, promotes continuity of care and learning as children move from establishment to establishment.

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	EY299821
Local authority	Derby, City of
Inspection number	873007
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	11/12/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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