

Inspection date	16/12/2014
Previous inspection date	02/12/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder suitably promotes children's safety as she has a confident understanding of child protection issues and maintains a safe environment.
- The childminder effectively organises the environment to provide an attractive space where children access an appropriate range of toys and resources, which promotes their enjoyment.
- The childminder gathers relevant information about children's needs and routines and has ongoing discussions with parents and carers. As a result, children receive appropriate support and are settled and comfortable with the childminder.

It is not yet good because

- The childminder is not always accurately identifying the most relevant next steps of children's learning or ensuring that there is sufficient challenge. As a result, teaching requires improvement to help children to make good progress in their learning and development.
- The childminder has not fully established a partnership with other settings that children attend, to ensure that there is consistent and coordinated support for their next steps of learning.
- The childminder is not regularly sharing information with parents and carers about children's next steps of learning, to agree consistent support and to help them to make the best progress in their learning and development.

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, lounge and kitchen.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at children's assessment records, planning and other documentation.
- The inspector checked evidence of suitability of adults living on the premises, the childminder's qualifications and self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Justine Ellaway

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Alvaston, Derby. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder has pet cats. The childminder regularly works with another childminder and an assistant. The childminder visits the park and soft play centres on a regular basis. She collects children from the local schools. There are currently 19 children on roll, 12 of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8.30am to 6pm Monday to Thursday and 10am to 6pm on Friday, except personal holidays. The childminder supports children who speak English as an additional language and children with special educational needs and/or disabilities. The childminder has a Foundation Degree in Early Years Studies.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of observations and assessment to identify the most relevant next stages in learning for children to support them to make good progress towards the early learning goals
- ensure that planning provides a challenging experience for each child that builds on their current stage of development, to help them to make good progress in their learning
- develop the process of sharing information with other settings that children attend, so that this fully establishes the support each child needs and how this will be provided.

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

- increase the information provided for parents and carers regarding children's next steps of learning, so that they are clear where the focus for learning is and can support and share information about their children's learning and development at home.

Inspection judgements

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

The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. She provides an appropriate range of activities across the seven areas of learning. She carries out regular observations of children's learning, so that she can identify what they can do. She regularly assesses this information, so that she can review where children are at in their development. However, the childminder does not make the best use of this information to identify where she needs to focus her support to help individual children to move forward in their learning. Although, she identifies some next steps of learning, including progression for those who have special educational needs and/or disabilities, these are not always the most relevant steps for some children.

The childminder effectively encourages children's independence through the daily routine. She encourages children to choose what they want to do during child-initiated play and to select additional resources to extend their play. For example, children get extra construction items from the drawers, so that they can add wheels to their model. The childminder guides the children in how to fit the pieces together to support their critical thinking skills. This helps children to develop some of the skills, which they need for their future learning. During group activities, the childminder supports children to share the toys and resources and to listen and take turns. She provides a regular theatre show activity, where children recite a song or rhyme to others, to support their confidence in speaking in front of others. Younger children initially enjoy watching the show then play with other resources when they do not wish to join in. The childminder does not always consider how best to support each child to learn according to their stage of development when planning activities. As a result, activities are not always suitably challenging to help children to move forward in their learning. Children develop their physical skills as they use tools and resources during play, such as brushes and sponges during painting activities. The childminder introduces some mathematical questions during routines, for example, asking children to count how many grapes they have at snack time.

The childminder gathers relevant information about children's likes and dislikes from parents and carers when they first start. She also gathers some information about their stages of development. The childminder provides a useful booklet of information that gives parents and carers general ideas of what their children will learn, across the seven areas of learning and how they can support this at home. Parents and carers can regularly borrow their child's learning journal to take home and look through. This enables them to see what their child has been learning. The childminder also discusses this with parents and carers. Parents and carers confirm that they are happy with the childminder and express that their children enjoy their time with her. They comment that they feel the childminder and other staff really care about the children. The childminder does have some discussions with parents and carers about their ongoing learning and development. However, the childminder is not regularly sharing specific information with parents and carers about children's next steps of learning. This means that they do not always agree and provide consistent support to help children to make the best progress in their learning and development.

The childminder knows the children's routines because she gathers appropriate information when they first start with her and has ongoing discussions with parents and carers. She adjusts children's routine according to their changing needs, so that they are comfortable, for example, sleeping earlier in the day, if necessary. She provides daily feedback on this, so that parents and carers are kept up to date. The childminder appropriately works with parents and carers to help children to settle. Children show that they are happy and settled in the environment, as they engage with the activities. The childminder provides appropriate support to help children to move onto other settings and to promote their emotional well-being. She discusses that they will be going to school, as well as reading stories about going to school. The childminder also takes them on the school collection, which helps to reduce any anxieties they may have. To give children some opportunities to mix in larger groups, the childminder takes them to a soft play centre.

The childminder appropriately supports children to understand the expectations, the routines and to develop an understanding of right and wrong. She prompts children, so that they know what is happening next and as a result, they understand and follow the routines. She is clear and firm when reminding children of why certain behaviour is inappropriate. Children display positive behaviour and happily play alongside each other or join in when others are playing. The childminder shows an interest in what the children say and do and makes positive comments to boost their self-esteem. The childminder and co-childminder usually work together to support the routines of the day and the transition between activities. The dedicated playroom provides a stimulating and interesting space for children to play. The childminder provides a suitable range of toys and resources, which are well displayed and organised. Labels on the drawers means that children know what is inside and therefore, they sometimes access the drawers independently to extend their play. The childminder makes appropriate use of the lounge to provide group activities as well as a quiet space for children to relax. There is a dark den for children to use where they can develop their exploration skills as they investigate light and dark. The exciting and appealing outdoor area is well resourced with large play equipment to promote children's physical skills.

The childminder provides suitable support to help children to learn about different aspects of safety. For example she talks to children about road safety when they are out and about and explains why they are wearing a high visibility vest. She has a set of traffic lights that children play with outside, to reinforce their understanding of road safety. She explains the routines to children, so that they know why they are being asked to do certain things, for example, to accompany younger children to wash their hands. The childminder appropriately supports children to develop an understanding of a healthy lifestyle. She provides a healthy selection of meals and snacks and talks to children about the importance of eating healthy foods. Parents and carers praise the provision of food in helping their children to extend and improve their diet. The childminder also uses much-loved relevant stories, to initiate discussions about foods that are healthy. The childminder supports children's independence with hand washing, explaining why they are doing this and only giving support when it is needed. The childminder encourages children to walk when they go on outings and gives them regular opportunities to play outside in the garden to reinforce the importance of fresh air and exercise.

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

The childminder has a confident understanding of safeguarding procedures. She is able to describe a range of appropriate signs or indicators of abuse and neglect. The childminder is clear on the procedures to follow if there were any concerns about a child in her care, as well as any allegations made against adults working in the setting. She effectively ensures the confidentiality of information. The childminder maintains individual records that only the parent or carer of the child has access to. She ensures that where she needs to discuss anything with the parent or carer, they cannot be overheard. The childminder ensures that all household members over the age of 16 years have had a disclosure and barring service check, to establish their suitability. The childminder reinforces children's safety through appropriate procedures. For example, she uses a monitor to constantly listen to sleeping children and checks on them regularly. If she feels they are not settling, she checks on them and then waits close by to make sure they do settle. The two main rooms are set up as permanent playrooms for the children, with safe and appropriate furniture and equipment. There is safety flooring in the outdoor area, so that children can play safely on the large climbing equipment. The childminder effectively promotes children's good health and hygiene, paying attention to washing her own hands and cleaning surfaces before serving food.

The childminder undertakes some relevant performance management of staff. She observes her assistant and where she identifies they need support, she provides guidance on how they should do certain things. She ensures that they have training in first aid and child protection, so that they can meet children's needs in the event of an accident or concerns about their welfare. She identifies some future training for the assistant, who will help her to expand her business. Since the last inspection, the childminder has gained a Foundation Degree in Early Years Studies. She has also undertaken some additional training, for example, speech and language partnerships, awareness of children with specific educational needs and/or disabilities and food safety. The childminder reflects on some of the training she attends, to establish how this will benefit the children who attend. For example, she is clear on the referral process and threshold if she has any concerns about children's language development. The childminder evaluates her own practice to identify some areas for improvement. She has started to develop the partnership with other settings that children attend, which was a point for consideration at the last inspection. However, this is not yet fully established to ensure that there is consistency of support for individual children. The childminder provides a varied range of activities across the seven areas of learning, so that there is a balanced curriculum. Although, she monitors children's progress to identify gaps in learning, this is not yet robust enough to ensure that the gaps in learning are fully addressed.

The childminder provides a range of appropriate information for parents and carers to inform them of the care she offers for children. She permanently displays relevant information, including the menu, the routines of the week and her registration certificate. The childminder is committed to providing an inclusive service and as such, is very willing to care for children with special educational needs and/or disabilities. She establishes what

other professionals are supporting children and discusses their needs with parents and carers. She is proactive in researching information that she thinks will be useful to give to the parents and carers. With their permission, she seeks advice and guidance from professionals on how she can provide support for children's particular needs. However, where children attend other settings, partnership working is not sufficiently developed to ensure there is consistent support for them. Although, the childminder has regular communication, this does not explore in sufficient detail exactly what the other provision feels children need support with and how they are doing this. The childminder provides suitable support for children with English as an additional language. She establishes some familiar words that children use and displays signs that represent the child's home language.

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	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	EY299849
Local authority	Derby, City of
Inspection number	848864
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	19
Name of provider	
Date of previous inspection	02/12/2008
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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