

Inspection date	04/08/2014
Previous inspection date	09/01/2009

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

- The childminder is motivated and enthusiastic about her work. She focuses on her professional development, so that children continue to receive a good standard of learning and care.
- The childminder makes strong bonds with children and effective relationships with their parents, which promotes children's emotional well-being and confidence.
- Children make good progress in their learning and development because they enjoy a wide range of experiences.
- The childminder fulfils her responsibilities in meeting the safeguarding requirements. Potential risks to children are minimised through effective safeguarding and risk assessment procedures.

It is not yet outstanding because

- The childminder does not fully use all impromptu situations to help children to further extend their understanding of numbers and size.
- The childminder does not provide sufficient resources to cover all areas of learning in the outdoor area to further promote children's all round 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 discussed the provision with the childminder and spoke to children, at appropriate times during the inspection.
 - The inspector observed activities inside and in the garden.
 - The inspector carried out a joint observation with the childminder.
- The inspector sampled a range of documentation, including children's records,
- policies and procedures, risk assessments, the childminder's qualifications and her suitability, as well as her self-evaluation documents.

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 children aged eight and 10 years, in Loscoe, Derbyshire. The whole of the ground floor and rear bedroom and bathroom upstairs in the childminder's home are used for childminding purposes and there is an enclosed garden for outside play. The childminder provides care from Monday to Friday, 7.30am until 5.30pm, all year round, except for the week between Christmas and New Year and bank and family holidays. There are currently 12 children on roll, five of whom are in the early years age range. The childminder walks to the local schools and pre-school to take and collect children, attends local toddler groups and takes children to the local library and parks. The childminder has a level 3 early years qualification and is a member of the Professional Association for Childcare and Early Years. She has funding for three- and four-year-old children and receives support from the local authority. The family has chickens and a guinea pig.

What the setting needs to do to improve further

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

- enhance knowledge of supporting children's mathematical development further, for example, encouraging them to recognise sizes and use numbers in their play and routines
- extend opportunities in the outdoor area to cover all areas of learning, for example, to further promote early literacy and mathematical skills for children who learn better outside.

Inspection judgements

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

Children are enthusiastic and enjoy attending the childminder's home. The childminder has secure knowledge of the learning and development requirements of the Early Years Foundation Stage. She understands well that children learn best through play. The childminder seeks good information on children's starting points and interests from their parents. She uses this information and her reflective observations to plan effective activities and provide resources to promote all areas of development, taking into account each child's individual learning needs. She shares children's next steps of learning with their parents. This enables them to work together to have a shared approach and provide good support. The assessment and tracking processes of children are robust enough to enable the childminder to successfully complete the progress check for children between the ages of two and three years and identify any gaps in their learning. This means she is

able to identify when early intervention is needed, so that children receive the appropriate support to meet their learning needs. Consequently, all children make good progress in their learning and development from their starting points. In addition, children make good progress in their key areas of development, which prepares them well for their next stage of learning and school.

Teaching is good. Children are offered a broad range of learning overall, because the childminder has a keen knowledge of how to create opportunities for children. The home is resourced with a wide range of toys that stimulate ideas and capture children's imagination. Interactions with children are good; the childminder follows children's lead, listening carefully to their ideas and initiating children's play preferences, such as playing in the playhouse. Here, children make cups of tea and sandwiches. The childminder asks children what they are putting on the sandwiches and this evolves into a conversation about shopping, writing shopping lists and shopping with mammy. Children thoroughly enjoy this activity, which encourages them to think, solve problems and use their communication skills well. Children develop a love of books. They enjoy listening to stories and using the home made story sacks. These excite children and inspire them to revisit books, which helps to develop their literacy skills. Children enjoy being outside and develop their physical skills well. They kick and throw balls and bounce on the trampoline. The childminder takes children to the park, where they use a wider range of equipment, such as the climbing frame and slide to further develop skills in balance and coordination. However, the childminder has yet to provide sufficient opportunities for children to explore all areas of learning outside. For example, there is no visible print or access to early writing or mathematical resources to promote additional learning for children who are more active learners within the outdoor environment.

The childminder provides adult-led activities, such as baking and sorting objects by colour and size, which supports children's early mathematical skills. However, she sometimes misses teaching opportunities during impromptu situations to further extend children's mathematical development. For example, when children build houses and towers out of construction toys, the childminder does not ask how many bricks they have or refer to the shapes and sizes of the building. In addition, at snack time, children do not count how many cups they need and the childminder does not draw their attention to the shape of the pancakes. There is a strong focus on providing children with a wide range of tools and activities to enhance their small muscular control. Children enjoy painting, completing jigsaw puzzles, rolling and cutting play dough and using a variety of drawing tools. For example, children draw pictures of their parents and animals using pens and try to write their names. Exploring magnets, making memory boxes and visits to various shops and the local community help children to learn about their world. In addition, the childminder takes children for walks in the woods to find out about the natural environment. The childminder provides activities that are varied and fun. As a result, children thoroughly enjoy their time at the childminder's home.

The childminder sensitively develops strong and positive relationships with children. She fosters a good sense of security and emotional well-being, as she shows deep concern for children's feelings and meets their care needs immediately. As the children's key person, the childminder ensures that every child's care is tailored to meet their individual needs. For example, children respond to the childminder's distractions and suggestions, so that they play happily and with the minimum of fuss. The compassionate childminder provides plenty of comfort and encouragement, which supports children in becoming self-assured. Children show their growing confidence as they make decisions for themselves. For example, children choose play cards of what toys or activities they would like to do, which enhances their independence skills. The childminder praises children constantly, which helps to develop their self-esteem. Children are aware of their boundaries and learn to share and take turns. Consequently, they learn to manage their feelings and behave well.

The childminder supports children in understanding about a safe and healthy lifestyle. For example, she engages children in conversations about the sun being hot as she puts sunscreen and their hats on them. She is attentive to children so that they effectively learn how to keep themselves and others safe. She is quick to teach them the house rules, such as sitting to eat. The childminder reminds children to use the cold rather than the hot tap and offers explanations when teaching them how to use toys safely. The childminder uses everyday situations to promote children's awareness of keeping themselves safe. For example, she asks them to stop, think and be careful as they go down the steps into the garden. Children learn about road safety on outings and regularly practise the emergency evacuation procedures. Consistent hygiene procedures are in place and young children willingly respond, to keep themselves clean after messy play and before eating. Children enjoy a good range of home-cooked foods and nutritional snacks so they understand about healthy eating. Children are able to help themselves to fresh drinking water throughout the day. They show when they are hungry and enjoy choosing from a range of healthy foods, including fruits and vegetables, as they make up their own sandwiches for lunch. The childminder helps children to enjoy daily outdoor play in the garden and they visit parks to run, climb, swing and slide in the fresh air.

Children are accommodated in a clean, comfortable environment that is secure and well maintained. The well-organised rooms enable children to choose from a wide variety of toys and resources, which are stored at low-level in labelled boxes or on shelves so they can make choices with regard to their play. This continually extends their learning. The indoor environment has been created to stimulate play and interest and this results in secure, settled and happy children. Children use a good range of toys and planned activities successfully, to provide opportunities for them to develop an awareness of the wider world. As a result, children learn to identify and respect people's differences. A gradual settling-in process eases children and supports them very well in the move from home to the childminder's home. The childminder provides good support for children's well-being preparing them effectively for moving on to other providers or school. As a result, children are emotionally well supported in their move.

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

The childminder is well organised and conscientious in providing good quality childminding that benefits children and their families. She has a strong knowledge and understanding of her responsibilities in meeting the safeguarding and welfare requirements at all times. She implements these consistently to create an environment that is secure, welcoming and entirely suitable to fulfil her childminding role. The childminder has a strong knowledge of how to keep children safe, including about child protection. Through training, she is well aware of how to respond if she has a concern about a child and of how to care for a child if they have an accident or injury. She has implemented the recommendations from her last inspection and taken all reasonable steps to ensure that she keeps hazards to children, both indoors and outdoors, to a minimum. The childminder risk assesses children's outings well and constantly reviews her detailed, recorded risk assessment for her home, to minimise hazards for children and to enable them to play freely and safely.

The childminder understands her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She actively oversees the educational programme for each child. She checks that her planning and assessment are consistent with each child's needs and closely monitors children's progress towards the early learning goals, using recognised guidance to promptly address any gaps in learning. The childminder demonstrates a good understanding of her strengths and areas for further development, to evaluate and improve her service. She strongly values the views of parents about their children, including those expressed in her recent surveys. She is particularly sensitive towards young children's likes and dislikes. She shares ideas with local childminders, to focus her plans and her future professional development where these will best improve the provision for children. The childminder has appropriate training, skills and knowledge, and a clear understanding of her roles and responsibilities. Nevertheless, she plans to attend further courses, so that she can continue to provide a high quality service to benefit all children.

The childminder works supportively and effectively with parents. She establishes particularly good working relationships with families, enabling their children to settle. The childminder provides a robust level of information for parents and carers about her service and children's activities. The childminder and parents effectively share details about children's progress through conversation, daily diary sheets and children's learning journal records. Parents write that the childminder knows their children, so they are happy and progressing well. The childminder understands the importance of working in partnership with other providers, where children attend more than one setting.

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. 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	EY302137
Local authority	Derbyshire
Inspection number	861772
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	09/01/2009
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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