

Inspection date

22/04/2013

Previous inspection date

02/04/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Met

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 is satisfactory

- Children are beginning to settle in to the childminder's home. She finds out about what the children are interested in by talking to parents and provides toys and activities that they enjoy.
- The childminder has assessed the risks to her premises appropriately to promote the health and safety of children. This helps children feel safe to explore toys independently.
- Since her last inspection, the childminder has undertaken training to maintain and extend her knowledge on health and safety and promote better experiences for children.

It is not yet good because

- The childminder does not maintain a record of the names of the children being cared for on the premises or their hours of attendance, which potentially compromises children's safety.
- There is scope for the childminder to extend her knowledge and understanding of the areas of learning so that play is implemented more effectively and to consistently extend children's learning and development.
- The use of some resources, such as the television, distracts and interrupts children in their time to play and 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 spoke with the childminder, interacted briefly with children at appropriate times throughout the inspection within the main room of the childminder's home.
- The inspector sampled a selection of documentation, including children's personal details, self-evaluation record, written policies and general welfare requirement records.
- The inspector took account of the views of parents as discussed with them and returned completed questionnaires.

Inspector

Judith Rayner

Full Report

Information about the setting

The childminder was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2005. She lives with her husband and her three-year-old child in a house in the Aspley area of Nottingham. The whole of the ground floor is used for childminding. The family has goldfish as pets.

The childminder attends activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently four children on roll, one of whom is in the early years age group and attends for a variety of sessions. She operates all year round, from 6am to 9pm, all week, except for family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- keep a daily record of the names of children being cared for on the premises and their hours of attendance.

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

- increase knowledge and understanding of the areas of learning to ensure that play is implemented more effectively and consistently extend children's learning and development
- monitor the use of the television as a way of helping children concentrate, by limiting noise and pictures so they have uninterrupted time to play and explore.

Inspection judgements

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

Although children have only just started with the childminder, they show curiosity as they calmly explore the toys near them. They sit on the floor and reach out to access toys that help develop their imaginative and role play skills. For example, they hold toy play food and place them in the toy microwave while attempting to press buttons to pretend to cook the food. The childminder gently reminds them that the food may be hot to touch because

it has been cooking so they learn about keeping safe. Children enjoy the company of the childminder. Their communication skills are developing appropriately. The childminder asks them basic questions to find pieces of play food, such as an egg and tomato. Children do this quickly handing the food to the childminder. They are praised on their achievements which helps them feel safe and secure and, as a result, their communication skills develop further. For example, they point up at the television naming favourite characters. The childminder praises them again and gently suggests having a tea party with the characters. The children respond by gathering a few more pieces of food. The childminder continues to ask questions appropriate for their age, but children become distracted by the television. This happens on a few occasions which interrupts their time to explore and play.

Children particularly enjoy pressing buttons and watching pictures on a toddler-driving activity. They point out cars saying 'going' and listen to the childminder talking to them about the various types of vehicles and the noises they make, such as ambulances and sirens. Suitable opportunities are in place for children to develop their physical skills. They confidently reach out using their hands to gather toys and place them on musical turntables. They sit and pull themselves up from the floor with ease and confidence.

The childminder gathers useful information about the child's care and learning needs from the parents before the child starts and understands the value of completing observations. She uses them to assess the child's level, pace and stage of development by referring to 'Development Matters in the Early Years Foundation Stage' as a guide, to inform planning for their next steps in their learning. The childminder involves parents in supporting their child's learning at home by offering suggestions and ideas sensitively. Furthermore, she is aware of the importance of liaising with other professionals to help prepare children for their move to school, as well as complementing older children's learning while in her care.

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

Despite children only very recently starting with the childminder, they are settling well and are beginning to form warm attachments with her in her home. She works well with parents from the start, finding out useful information to assist her in helping children feel relaxed and safe in her care. The childminder is sensitive to children's individual needs regarding the transition between home and her care, working flexibly with parents to meet the overall needs of the child. For example, the childminder provides children with their favourite toys, such as cartoon characters, to help them settle.

Toys and resources are appropriately presented helping children make independent choices in their play. Toys are in a suitable condition and age-appropriate for early years children. The childminder helps children learn about keeping safe and healthy. She talks to children when walking to and from school about 'stranger danger' and 'road safety'. Children also learn that snacks of freshly cut carrot, grapes, blueberries and blackberries are healthy and nutritious. Children access these independently, as well as the childminder reminding them to have a go and try new tastes and textures. Furthermore, the childminder fully respects children's individual dietary needs by, for example, only using

Halal meat when cooking more substantial meals.

As children play, their behaviour is calm. The childminder raises their self-esteem and confidence by getting down on the floor and engaging in warm soft tones to communicate with them. She uses positive words, such as 'well done', and children respond with smiles. Children spend time outdoors walking to and from school as well as visiting the local park. This helps them develop their large muscle skills and promote their health by exercising. Children also spend time at other settings socialising with children of a similar age, such as at the local Children's Centre and library activities. This offers children new experiences, which help to prepare them for the transition to pre-school or school.

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

The childminder maintains most records required to meet the safeguarding and welfare requirements of the revised Early Years Foundation Stage framework. Although she has agreed the contractual hours with parents, she does not keep a record of children's hours of attendance. There is no immediate impact on children's safety, but this is also a breach of requirements of the compulsory and voluntary parts of the Childcare Register. All records are held securely in a lockable case and only shared with the parents of the child. An appropriate range of written policies and procedures is shared with parents from the onset. These are also available for parents to view at their leisure highlighting the service that the childminder offers.

Children are suitably protected. The childminder understands her role and responsibility to safeguard children and what she is required to do should she have any concerns regarding a child in her care. She has updated her safeguarding policy adhering to the requirements of the revised Early Years Foundation Stage framework. This now includes the use of a mobile phone or cameras on the premises to ensure children are protected. Partnerships with parents work well. The childminder understands and values their involvement. She provides a flexible service which parents value and appreciate. She talks to them about what their children have been doing and what they have enjoyed. The childminder is aware of seeking out information from teachers if children attend school, to enable her to provide appropriate activities to enhance and consolidate their learning while in her care at home.

The childminder reflects on the practice she delivers to ensure improvements have been made. Children and families suitably benefit as the childminder has addressed any previous concerns regarding the safety of children on the premises. For example, she undertakes daily risk assessments on all areas of the home children have access to. Action has been satisfactorily undertaken to ensure children do not have any access to any potential hazards. As a result, this keeps them safe and secure. The childminder talks to parents about what changes could be made to make improvements to support children further. Completed written questionnaires from parents are also used to guide the childminder into making improvements.

The childminder has also undertaken further training to increase her knowledge of the revised Early Years Foundation Stage framework, safeguarding and first aid. As a result, children are generally offered better experiences and their safety is promoted. However, there is further scope for the childminder to extend and build upon her sound knowledge of the areas of learning to implement play more effectively and consistently to extend children's learning and development. For example, although the childminder provides play building on children's interests, she sometimes lacks the confidence in how to use her knowledge to ensure areas of learning are consistently used to embed children's progress. However, the childminder does reflect on what she has provided for children and if they have enjoyed the activities and uses this to plan further activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (Records to be kept)
- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (Records to be kept).

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	EY305096
Local authority	Nottingham City
Inspection number	805114
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	02/04/2009
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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