

Inspection date	06/11/2014
Previous inspection date	08/04/2009

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 are making good progress towards the early learning goals because the childminder is skilled at observing and assessing their development. She then uses the information she has gained and provides them with a range of challenging activities.
- The childminder has a good understanding of child protection procedures and regularly checks her home and all toys and equipment. As a result, children are protected and kept safe.
- Children behave well, listen attentively to the childminder and are responsive and polite from a young age. This is because she has consistent boundaries in place and reminds them to use their manners.
- The childminder makes sure there is a shared commitment to meeting children's individual needs and to progress their development. This means children benefit from the positive partnerships she has established with parents and other settings that they attend.

It is not yet outstanding because

- There is room for the childminder to extend her good teaching techniques even further to support children's language and thinking skills, for example, by asking more open-ended questions.

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 children during activities indoors.
- The inspector looked at children's assessment records and a range of other documentation.
 - The inspector checked evidence of the suitability and qualifications of the childminder and her household and talked with the childminder about her self-evaluation and improvement plans.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Joanne Gray

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, in a house in Mansfield, Nottinghamshire. The whole of the downstairs and an enclosed rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance teaching skills to promote children's good learning even further, for example, by asking more open-ended questions to encourage children to solve problems and further develop their language skills.

Inspection judgements

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

The quality of teaching is good. The childminder is skilful at identifying what children already know, their stage of development and their next steps in learning. She uses all this information and plans a wide variety of stimulating activities to help children make good progress in their learning. There is also a good balance of adult-led and child-initiated activities. This means that children are motivated to learn and are continually absorbed and interested in their play. For example, children become very engrossed in a Story box activity the childminder has planned for them. They concentrate for a very long time because they thoroughly enjoy taking part. The activity promotes a variety of different areas of learning. For instance, the childminder reads to the children using a varied tone of voice and pauses to give them time to remember the last word, developing their early reading skills. She includes mathematics in the activity as she encourages children to count the images and recognise numbers. They talk about different fruits and healthy eating, learning to communicate as part of a small group. As a result, children are acquiring the necessary skills to prepare them for future learning at school.

The childminder follows the children's lead in activities so they remain enthusiastic. For example, she plays games with them to follow on from the story they have enjoyed. Children develop problem solving skills as they figure out where the pieces of the puzzle go. The childminder plays alongside them explaining that the straight edges of the puzzle go around the edge and showing them where the patterns match. Children physical skills

are also developing as they thread string through picture cards from the story. The childminder uses effective techniques to promote children's language skills, such as repeating words back to them and adding new words. However, sometimes the childminder asks closed questions, such as 'What colour is it?' This direct questioning puts some children under pressure and they do not always answer, and if they do it is with only one word. This means opportunities to extend children's thinking and language skills are sometimes missed.

The childminder takes children to different groups in the local community, such as toddler groups, so they are learning about the world around them. These shared activities mean they are becoming used to mixing with larger groups of children in preparation for their move to school. The childminder provides good opportunities for children to be creative and express themselves. For example, they develop their imagination as they dress up in a variety of costumes. Children also play with recycled packages and cartons in the home corner. In addition, they enjoy painting pictures that the childminder displays around the setting. This means children see that their work is valued and feel a sense of belonging in the setting, which gives their self-esteem and confidence a boost.

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

Children have good emotional attachments to the childminder and are happy and settled in her care. This is because she takes time to find out about their needs from their parents before they start, which eases the transition between home and the childminding setting. The childminder has a warm and friendly manner, which results in children being very comfortable, confident and secure in the setting. The move to other settings are managed equally well. The childminder takes children on visits to the school so teachers gain a valuable insight into the children's needs and personalities. In addition, younger children go with her on school pickups, so they become familiar with the school before they start.

Children learn about the importance of a healthy diet because the childminder provides them with a range of healthy meals and snacks. They enjoy sitting around the table together and meal times are a happy, social experience. Children are developing their independence because the childminder gives them time to peel and cut their own fruit. They also take care of their own personal hygiene as they wash their own hands after going to the toilet. The childminder reminds them to dry them properly and children remember this is because they 'don't want them to get sore'. Children are learning to keep themselves safe because the childminder reminds them to 'walk nicely and don't run' when they move from one room to another. The childminder promotes children's healthy lifestyles well. She plans daily opportunities for fresh air and exercise in her large garden, and visits to the local parks. These visits to play parks offer children the use of more challenging equipment to develop their physical skills further.

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

Children's safety is given high priority by the childminder. She has a secure knowledge and understanding of child protection procedures and recognises the signs and symptoms of child abuse. This means she knows what to do if she is worried about a child and they are, therefore, protected from harm. The childminder also has a good awareness of promoting children's safety, and carries out risk assessments and regular checks so children play and learn in a safe environment. A good range of informative policies, procedures and records, which underpin the children's care, are in place. These are shared with parents from the start so they understand how the setting operates.

The childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage. She knows that children learn best through play and first-hand experiences and she has good systems in place to monitor their development. For example, she uses the Every Child a Talker monitoring form to track children's language, and personal and social development. Consequently, all children's learning is tracked and she knows they are making good progress. If any areas of concern are highlighted the childminder works closely with parents and other agencies to address them and further support children. The childminder accesses training to increase her knowledge, for example, by accessing an online course about supporting children's language development.

The childminder has established firm partnerships with parents. She shares information with them on a daily basis so they know what their children have been learning and enjoyed doing. Some of the parents have been bringing their children since the childminder started and they always recommend other families. This demonstrates that parents are very happy with the care and education the childminder provides for their children. The childminder shows a positive approach to improving the service she provides. She has reflected on her practice through self-evaluation and targets areas she would like to improve. For example, she has improved the layout and organisation of children's assessment folders since her last inspection. In addition, the childminder has recently begun evaluating the activities she carries out with children so she can ensure they are receiving sufficient challenge. The childminder works closely with the other early years settings the children attend, which ensures a consistent approach to their education and care. For example, she shares emails with teachers at the local primary school to share targets for children's learning.

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	EY317045
Local authority	Nottinghamshire
Inspection number	873187
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	08/04/2009
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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