

Inspection date

07/02/2014

Previous inspection date

30/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Teaching is good, as the childminder has a sound knowledge and understanding of how to promote children's learning and development. A varied range of well-planned activities, ensures that children make good progress towards the early learning goals.
- Good support is given to help children to settle. The childminder gives careful consideration to the types of activities she offers, to effectively distract children and support their engagement in play.
- Children's safety is well promoted within the setting. The childminder takes appropriate steps to minimise risks and hazards to children.
- The childminder effectively reflects on her practice. Through an evaluation of training courses she has attended, she identifies where she can improve her practice and therefore benefit the children who attend.

It is not yet outstanding because

- On occasion, the organisation of resources outdoors does not ensure children can fully participate in an activity, to consistently promote their enjoyment and achievement.
- There is scope to further develop ways of encouraging contributions from parents and carers, to share what they know about their child, to consistently support children's 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 downstairs rooms and the garden.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of training and qualifications, and the childminder's self-evaluation form.

Inspector

Justine Ellaway

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son aged nine years in a house in Littleover, Derby. The whole of the ground floor, along with a bedroom on the first floor and the rear garden is used for childminding. The family has a pet dog.

The childminder attends stay and play sessions in the local community. There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except 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:

- review the organisation of resources outdoors to ensure children can participate fully in all activities
- develop further ways in which to encourage parents and carers to share what they know about their child, to consistently promote the support for children's learning and development.

Inspection judgements

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

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She effectively observes what each child can do on a regular basis. She then effectively analyses this information, to identify children's stage of development and their next stage of learning. Along with this information, and the observations of the toys and activities that children are interested in, the childminder plans a broad range of experiences for them. This includes a range of outings within the local community, to support children's social development and their skills for future learning. The childminder also provides a range of sensory, creative and messy play activities. This promotes children's self-expression as well as their physical development. For example, the childminder encourages children to use new tools as they play with play dough. The childminder clearly identifies what children can learn from both free-play and adult-initiated activities. She takes into account children's additional needs, so that they are supported at their own level. As a result, children make good progress towards the early learning goals.

The quality of teaching is good. The childminder balances her interaction and questions so that she gives children time to make decisions, play independently and think and respond. She effectively introduces different areas of learning during play, when appropriate. For example, she introduces counting for younger children when they put their shoes on. The childminder joins in with free play and follows children's leads, thereby effectively promoting their imagination. Suitable teaching is provided to help children to develop skills, such as self-care. For example, the childminder prompts them to take off their coat and find their peg when they arrive. She only helps them, after they have made an attempt to do it by themselves. As a result, from an early age, children demonstrate good levels of independence. The childminder effectively teaches children communication and language skills throughout their play. She gives clear instructions and asks simple questions, using gestures or props to reinforce their understanding if required. This also provides effective support for children who speak English as an additional language. Children demonstrate that their ability to follow instructions is developing well.

The childminder gathers useful information from parents and carers when children first start. This helps her to build a reflective picture of what children can do, and where they may need support. Through a daily communication book, the childminder shares information about what children have been doing and any achievements. She takes notes of any information that parents and carers share about their child's learning at home. The childminder also shares a detailed and useful assessment of children's current stage of development and their next stages of learning. Parents and carers comment positively on the progress their children are making. The effective layout of the record encourages parents and carers to contribute what they know about their child. There is scope to develop further ways to encourage parents and carers to make contributions, so that their knowledge is more frequently shared, to provide even greater consistency in supporting children's learning.

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

Children and parents and carers are given a very warm greeting as they arrive. As a result, children happily enter the setting. Good consideration is given to how to support children to settle within the setting. The childminder usually plans a popular activity, that will arouse children's curiosity and interest, and therefore encourage them to engage. The childminder introduces any visitors to the children, to support them in feeling comfortable and secure and to promote their emotional well-being. The childminder gathers useful information from parents and carers about children's needs when they start. She is proactive in discussing children's needs on an ongoing basis, to ensure these needs are met. The childminder has a sound understanding of how to support children as they move on to other settings. She provides a range of outings within the local community, to help children to cope with new people and environments. She arranges visits, where possible, so that children can become familiar with the new setting.

Children develop positive relationships. They interact well with the childminder and listen carefully to any instructions. They are respectful of the toys and resources. The childminder is a good role model who is friendly and warm, and promotes a very welcoming environment. Suitable methods are employed to manage inappropriate

behaviour. The childminder reminds children of the expectations using the house rules. The indoor learning environment is well laid out and is effectively organised so there is space for children to play. Good consideration is given to the storage of the toys and resources, ensuring all children can help themselves. The childminder makes effective use of her toy library membership, to supplement toys and meet the needs of the children in her care. For example, she borrows dual language books, to support the inclusion of children who speak English as an additional language. The childminder's garden is an exciting and attractive place for children to play. It looks like a woodland and the childminder makes good use of this to provide activities to support children's understanding of the world. Bird feeders hang from the trees and children have recently installed a weather station, including a rain gauge to support their understanding of nature and the environment. There is plenty of space for children to move around and develop their physical skills as they walk up and down the sloping lawn. On occasion, the organisation of the resources restricts children's full participation as they struggle to reach, for example, into the sand tray.

The childminder gives good support to promote children's understanding of a healthy lifestyle. She explains to children why they need to wash their hands. She makes the hand washing routine fun as she sings a song, which also ensures it is done thoroughly. She then encourages children to choose the colour of the flannel to dry their hands on. She chats about healthy foods when children are eating their snack or lunch. The childminder effectively teaches children about how to stay safe. She gives clear and consistent sensitive reminders, for example, if younger children attempt to put something in their mouth. The childminder talks to children about road safety while they are out and about, including any dangers, such as if they are at the park.

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

The childminder effectively implements the safeguarding and welfare requirements of the Early Years Foundation Stage. She has recently updated her knowledge of child protection issues and procedures. This ensures that she is confident of what to do if she has any concerns about a child in her care. The childminder clearly explains her policy for the use of mobile telephones in the setting to all visitors, to ensure children are safeguarded. She is aware of the requirement to notify the regulator of any changes to household members. The childminder promotes children's safety on outings. She undertakes an individual risk assessment for each child, to determine whether any equipment is required to keep them safe. For example, whether to use a wrist strap so they do not wander off. She uses brightly coloured vests so that children are easily identifiable when they are out and about. Following a visit by Ofsted the childminder was issued two notices to improve; to ensure that the premises, including outdoor spaces, were fit for purpose, and to make sure that records were readily accessible and stored appropriately. Subsequently, the childminder has implemented an appropriate system of risk assessment and has taken steps to minimise hazards to children, both in and outdoors. In addition, all documentation required for the smooth running of the provision is in place and is stored so that confidentiality is maintained, but the childminder can access relevant information when needed.

The childminder is committed to developing her own knowledge and skills. She has attended a good range of training courses since the last inspection. This includes completing a foundation degree in childcare. Her useful evaluation of training, helps to identify where she can make changes to her practice, to benefit the children who attend. Having attended a course on physical development, she now uses additional equipment during catching games, to slow the ball down, which supports younger children effectively. The childminder has identified relevant areas for improvement, with a clear focus on any extra support she can provide for the children she cares for. The childminder shares and gathers tips and ideas from other childminders on a regular basis, to keep up to date with any changes in requirements. She maintains a useful sheet to track children's progress. This helps to identify gaps in learning, and to focus activities, particularly for those children whose attendance is infrequent.

The childminder is passionate about developing good relationships with parents and carers. She shares a good range of information at the time of placement. This includes her policies and procedures, and information about the routines and activities. Further information is attractively displayed in the hallway, which includes information about parenting issues. The daily communication book provides useful information about children's needs on an ongoing basis, such as their daily routines. The childminder gathers parents' and carers' views regularly and is committed to acting on any feedback. Parents and carers comment on how pleased they are with the care provided for their child. Sound consideration is given to supporting children with a special educational needs and/or disabilities. The childminder ensures she attends meetings with other professionals where possible. She effectively focuses on how she can support children and whether additional training is required. The childminder is proactive in contacting other settings that children attend. She shares information on a regular basis about the children's progress and next stages of learning. Through these links, the childminder promotes a consistent approach to supporting children's learning and development.

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	EY350863
Local authority	Derby, City of
Inspection number	938610
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	30/10/2009
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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