

Inspection date

25/10/2012

Previous inspection date

10/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 make satisfactory progress in all aspects of their learning and benefit from generally effective support from the childminder.
- Children feel safe and secure with the childminder who provides a caring, stimulating environment where children experience familiar routines and enjoy making decisions about their play.
- The childminder fosters successful relationships with each child's parent, gaining their confidence and trust through positive interaction.

It is not yet good because

- Fire exits are not clearly identifiable and the doors are not free from obstruction.
- The observations in children's learning journeys are not fully evaluated to ensure that the next steps in children's learning are effectively identified.
- The childminder has not yet fully started to consider how she will monitor her childminding practice over time to effectively to provide an impact on her provision.
- The childminder has not yet developed the relationship with other settings that children attend to fully share information about their learning and development to ensure consistent support.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 looked at relevant documentation throughout the inspection.
- The inspector observed activities in the main downstairs room and kitchen.
- The inspector discussed aspects of the inspection with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment information and the childminder's self-evaluation form.

Inspector

Janice Hughes

Full Report

Information about the setting

The childminder registered in 2007. She works in a part-time capacity alongside two other registered childminders. The business operates from the home of one of her co-minders. An assistant is also available to work with the children when needed. Children have access to areas on the ground floor only, with toilet facilities provided at that level. There is an enclosed area available for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Currently, they care for 16 children between the childminders. Five children are in the early years age range. The childminder also cares for children who are aged eight years or older. She holds an appropriate early years qualification and is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- ensure that the fire exits are clearly identifiable and the fire doors are free from obstruction and can be easily opened from the inside.

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

- improve the processes for observation and assessment in order to accurately identify the next steps in children's learning so that activity planning is focussed on planning suitably challenging experiences
- develop systems for monitoring of the provision so that areas for improvement are brought together and prioritised in order that they can be actioned and educational programmes are closely monitored
- develop the arrangements for information sharing and partnership working with other settings that children attend in order to fully meet children's needs and support them to make progress; for example, transition procedures.

Inspection judgements

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

The childminder knows the children well and talks confidently about their individual routines, likes and dislikes. Her knowledge and understanding of the learning and development requirements is sound and she maintains a record of observations, using photographs and written evidence, to describe what children are doing. Although her methods to evaluate these observations are not robust in order to plan effectively for the next steps in their learning, she does think about what activities she is going to promote each day and these are based around children's interests.

The childminder identifies the starting points in children's learning and development through discussion with parents when children first attend for their settling-in sessions.

She provides activities to follow up on what parents have said, and her own observations, such as providing colouring activities to explore children's interest in Halloween, having spoken to them earlier in the week. During this activity children demonstrate that their physical skills are developing well as they hold the tools with a good grip and coordinate their actions to colour and cut appropriately. Children's language development is promoted as the childminder engages them in conversation, discussing what they were doing. She gives verbal support, asking open-ended questions and introducing new words, for example, 'spooky' when the children are talking about Halloween.

The childminder interacts reasonably well with the children, showing an interest in what they do. Babies learn from watching older children and enjoy copying and playing alongside their older friends. They have a variety of suitable toys to play with, such as jigsaws and building blocks, which they enjoy trying to put together. Children use books appropriately and the childminder encourages them to repeat and answer questions. One example of this is when children look at mathematical books and try and recognise the shapes and colours in the book, meaning children are beginning to use mathematical language. They also count by rote to nine as they build a tower independently using construction bricks.

Parents are included in their children's learning process effectively, so that they can engage in their child's learning if they wish. Parents are invited to view the learning journeys on and to contribute towards this process verbally.

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

Children have warm and positive relationships with the childminder. They are familiar with the routines and are confident in the environment. Consequently, they feel settled and enjoy the time they spend with her. The childminder ensures that she takes time to find out all of the relevant information from parents about children's individual routines and care needs. For example, she knows when babies are ready for their bottles and they respond to her non-verbal and verbal communication and enjoy the cuddles and close contact when they wake from their sleep.

Suitable methods are used to manage children's behaviour and the childminder is clear and firm so that children are supported to learn what the expectations are. Children are well behaved because they feel secure and understand what is expected of them. For example, taking their shoes before entering the playroom and the rules to ensure their safety when using the trampoline. Children are helped to learn about road safety when they are out and about and know where they should not go within the premises.

Children are encouraged to develop self-care skills as they toilet independently and wash their hands at appropriate times. Healthy options are provided and children are encouraged to participate in physical activities either indoors or outdoors. The childminder acts as a positive role model to children, treating them with consideration and respect and

consistent praise and encouragement is offered. Consequently, children's confidence and self-esteem are effectively promoted. Relationships between adults and children are positive and older early years children demonstrate care and consideration for those younger than themselves. For example, younger children are given a cake that has been made by an older early years child and they then play harmoniously together building with construction materials.

The childminder's regular outings to the local groups in the community, helps children to develop confidence away from their main care setting, as well as their social skills. These activities give children vital skills to support them as they grow up and move on to other settings or school.

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

The childminder has a suitable commitment towards her own professional development, attending courses since her last inspection and implementing the recommendations appropriately. She understands her responsibility in meeting the learning and development requirements, although systems to observe, track and monitor children's progress are not yet fully developed. The childminder also has yet to establish secure systems of self-evaluation and monitoring her provision. She is able to identify aspects of her provision that she needs to develop. However, plans about how these areas are prioritised and improved are unclear.

The childminder has a sound understanding of the procedures to follow should she have child protection concerns about a child in her care and who to speak to should she need advice or to make a referral. The childminder does have a risk assessment policy in terms of fire evacuation and the regularity with which these need to be practised in order to be assured of children's safety. As a result, evacuation procedures have been practised with children to ensure procedures are effective and to give the children and the childminder confidence in an emergency situation. However, the fire exit is not free of obstruction and would not be easily opened from the inside, meaning this would potentially compromise the children's safety.

The childminder has a good relationship with parents and shares information about their children's day both verbally and through a well-documented daily diary. She plans to implement a formal process for obtaining parents views on her provision in the future and currently obtains this through verbal discussions. Some of the children being cared for attend more than one early years provision. The childminder has good relationships with these provisions, however, has yet to implement effective systems for working in partnership with them. The communication systems currently in place, enable her to develop consistency regarding children's care needs, but do not provide opportunities to share information about their learning needs or capabilities.

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	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. 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	EY366043
Local authority	Derbyshire
Inspection number	821123
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	16
Number of children on roll	16
Name of provider	
Date of previous inspection	10/03/2009
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 that are usually their 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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