

Inspection date	17/09/2013
Previous inspection date	11/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 have warm relationships with the childminder. They are happy and settled as they play in a warm, welcoming environment.
- Children explore a range of toys and activities suitable for their stage of development and which support their interests.
- The childminder works suitably with parents to ensure there is a two-way flow of information and a continuity of care.

It is not yet good because

- The childminder does not fully analyse the information gained through the observations of children at play to extend their current stage of learning. Consequently, this information is not fully incorporated into planning activities to help children make good progress.
- The childminder has not started to review her provision by reflecting on her practice or using a self-evaluation process, which was a recommendation at the previous inspection.

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 main playroom.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation and a selection of policies and children's records.

Inspector

Sue Riley

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has two children aged six and two years. The childminder works from an extension of her parents' home, with separate access to the childminding provision. The house is registered for care, although, this normally takes place on the ground floor in a separate playroom with adjoining toilet and kitchen facilities. The semi-detached home is close to Newark, Nottinghamshire. There is a fully enclosed garden available for outdoor play. The home is within walking distance of all local amenities, including shops, schools and parks. At times, the childminder works with her mother as an assistant. The family has a dog, rabbits and a budgie as pets. The childminder attends toddler groups and a childminding support group. She visits the shops and parks on a regular basis. She takes and collects children from the local schools and pre-schools. There are currently 11 children on roll, of whom, six are in the early years age range and attend for a variety of sessions. The childminder operates Monday to Friday all year round, from 7.30am to 6pm, except bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3.

What the setting needs to do to improve further

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

- ensure assessment and planning is used to shape learning experiences for each individual child, reflecting on observations and linking them to children's development, so that they make better than satisfactory progress across all areas of learning
- develop a culture of continuous improvement, for example, by using self-evaluation to identify areas of improvement and be proactive in taking appropriate action.

Inspection judgements

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

Children are secure and move freely between the activities that are offered to them. The childminder has a satisfactory understanding of the learning and development requirements and of the seven areas of learning. She demonstrates an acceptable understanding of how children learn, to ensure children make satisfactory progress. The childminder is aware of children and what they can do and like doing. She completes regular observations of children and uses these to assess children's learning and progress.

However, she is not using this information effectively to plan successfully for children's next steps in their learning. Consequently, children are not being challenged to make better than satisfactory progress. The childminder acknowledges children's interests and their preferred play materials. This provides an adequate range of activities. The childminder has an awareness of how to carry out the Early Years Foundation Stage progress check at age two. She understands how to involve parents in the process, so that they can share what they know about children's learning. The childminder's planning is very flexible as she plans days with children around their interests and from parent's requests. However, the childminder does not plan activities that link to the prime and specific areas of learning or devise planning to build on children's individual learning needs, to ensure that they continue to make further progress and to prepare them well for the next stage in their learning.

Children are settled, animated and happy. Younger children are confident to go and play with the toys and activities, but use the childminder as a secure base to return to. Children enjoy playing with the interactive toys and pressing the buttons and waiting for the response. They concentrate well as they complete shape puzzles and respond well as the childminder praises them for their achievement. Children welcome and value praise for what they have done. Children listen well to stories as they cuddle up to the childminder. They enjoy singing songs with the childminder and get very excited as they ask to repeat the 'Sleeping bunny' song. They follow the actions and jump around as they 'wake up'. The childminder is aware that one child's current interest is cars and these are set out for the child to play with, the child enjoys lining them up and then letting them go down the ramp.

The childminder attends groups with children to help develop their social skills. The childminder works well with parents to help children to settle. She encourages parents to share what they know about their children. Parents are kept informed of their children's progress, for example, through initial discussions when the child first starts and then through regular daily communication. Children enjoy painting and making their own colours and exploring the texture of the paint. This supports their creativity and sense of exploration.

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

Children demonstrate that they feel secure and form good emotional attachments with the childminder. They benefit from regular visits to toddler groups and other social activities that enable them to develop confidence in new experiences. Children enjoy cuddles as they sit close by the childminder. She responds to children's comments enthusiastically and is genuinely interested in what they do and say, which raises their confidence and promotes their self-esteem well.

The childminder works with parents to meet all dietary needs and ensure that all children are nourished. She provides home-cooked meals and healthy snacks. Children help themselves to a drink as they become thirsty, which ensures that they stay hydrated. The childminder helps children to develop good health routines and praises them for all their achievements. For example, children cooperate with nappy changing routines and have

their hands and faces wiped appropriately. Children have opportunities to explore the community around them, develop their physical skills and get fresh air. They visit the local parks to enable them to use the challenging play equipment and begin to have an understanding of risks and how to manage them.

New children settle well because the childminder uses a thorough introduction for every new child and family. She invites parents to bring children to visit and gradually extends their time with her. She liaises with parents to establish children's care routine from home. This supports consistent care between her and the families. The childminder completes risk assessments and this minimises hazards to children to promote their well-being. For example, the childminder has recently had a new puppy and she has completed a risk assessment on the impact of having the puppy around children. All identified risks have been suitably addressed. Children develop an understanding of their own safety because the childminder makes sure that daily opportunities are included to learn about safety. Emergency evacuation is planned and shows a proactive approach towards helping children to understand safety.

The childminder offers resources and activities to children that are selected to meet their development and interest. They are of a suitable quality and there is a satisfactory range. She has some resources that reflect the differences in society. This helps children gain an appropriate awareness of the wider world in which they live. The childminder appropriately manages children's behaviour according to their level of understanding. Children's behaviour is good and they are confident.

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

The childminder has a satisfactory knowledge of her role in meeting the learning, development and welfare requirements of the Early Years Foundation Stage. She ensures that children's care is consistent and they understand the boundaries, which helps to keep them safe. She has a positive attitude to equal opportunities and welcomes all children and families into the home. The childminder is aware of the requirement to complete a progress check for children between two and three years of age.

The childminder ensures that the procedures, as required by the safeguarding and welfare requirements of the Early Years Foundation Stage, are in place. She demonstrates a satisfactory understanding of her role and responsibilities with regards to safeguarding and promoting children's welfare. She knows the procedures to follow if she has any concerns about a child. Parents are provided with copies of the safeguarding procedures to ensure that they understand them. The childminder is very aware of how many children she can care for at any one time and at times she does use her assistant if she will be going over these numbers. The childminder ensures that children's welfare is assured. She uses a range of written policies, including accidents, medication and health and safety, to ensure that there is a clear professional agreement with parents. She conducts regular risk assessments indoors and prior to going on outings to adequately minimise the hazards to children's safety. Children are secure in the home, enjoy their play and learning and are confident. Consequently, children have a positive experience that forms a sound base for

continued development. However, the childminder has not effectively addressed one of her recommendations raised at her last inspection. She was asked to evaluate her practice to identify areas of strength and weakness, so that she can prioritise areas for future development and build on her practices to improve outcomes for children. This has not been completed and the impact of this and a weakness in planning for individual children's learning, is that she has not maintained her previous good judgement.

The childminder communicates regularly with parents, verbally discussing children's learning and any progress they have made. She provides parents with a range of written policies and procedures to inform them about some of her practices. This helps parents to make informed decisions about the service they use. For example, the childminder asked all parents if they would mind if she had a dog and she ensured she had written consent from them, that they were happy for their child to be around a young puppy. The positive relationships the childminder has with parents, means that children settle with ease. The childminder liaises with other providers, who also deliver the Early Years Foundation Stage for children, to ensure continuity of learning and care, for example, the nursery and the schools where children attend.

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 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	EY366878
Local authority	Nottinghamshire
Inspection number	935086
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	11/10/2011
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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