

Inspection date	05/11/2014
Previous inspection date	22/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 happy, settled and active learners. They make good progress in their learning and development because the childminder implements good teaching in practice and tracks their development successfully.
- Effective partnerships are embedded. The childminder understands the importance of communicating regularly with parents and other professionals so that children receive the necessary support to enhance their all-round development and welfare needs.
- Children are effectively safeguarded because the childminder attends training to ensure she maintains secure knowledge and understanding of her role and responsibility to protect children.
- Children form warm and secure emotional attachments with the childminder.

It is not yet outstanding because

- The childminder does not always make best use of encouraging children to work out problems for themselves because she sometimes completes the task for them.
- The childminder does not always sharply focus on children's already identified mathematical learning targets, with particular regard to numbers and counting.

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 and interacted with children at appropriate times throughout the inspection.
- The inspector held a joint observation with the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and household members, and the childminder's self-evaluation.
- The inspector looked at children's assessment records and a range of other documentation, including attendance records, safeguarding and complaints information.
- The inspector took into account the views of parents and carers.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children in a house in Arnold, Nottinghamshire. The childminder uses the whole of the ground floor and a bathroom on the first floor for childminding. Children also have access to a secure back garden for outdoor play. The family have a Labrador dog, puppy and tropical fish as pets. The childminder visits the local shops and parks on a regular basis. There are seven children on roll, of these two are in the early years age group. Children attend various sessions. The childminder collects children from the local school and nursery. The childminding provision operates Monday to Friday, from 8am to 6pm, except for family holidays and all main bank holidays.

What the setting needs to do to improve further

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

- help children work out problems for themselves by modelling thinking and enhancing their critical thinking skills
- help children to maximise their number and counting skills by ensuring the identified learning targets are implemented more in activities, daily tasks and routines.

Inspection judgements

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

The quality of teaching is good and children make effective progress in their learning given their starting points. The childminder successfully tracks children's development by undertaking secure observations, which are used to inform the planning of play activities that promote children's learning. However, sometimes the childminder does not always sharply focus on children's identified mathematical learning targets, with particular regard to numbers and counting. For example, during small world imaginative play and some daily tasks and routines she misses the opportunity to help children count and use numbers, to maximise their good mathematical skills. The childminder understands and values the importance of gathering useful information from parents about their child's general welfare and care needs, likes, interests and stage of development. She uses this information as a baseline for tracking their development and progress from when children first start. The childminder understands the importance of keeping parents updated regarding their child's progress. She talks to parents on a daily basis on what the children have done, achieved and what they enjoy playing with. She has started to use a written system highlighting the typical stages children are in their learning and development, although this is not embedded in practice.

The childminder verbally shares information she has gathered from the observations and assessments for children's next steps in their learning. She offers sensitive suggestions to parents, to help them continue their child's learning at home. For example, she encourages parents to enhance their child's mathematical skills. She suggests using numbers for them to play with in the bath and on the fridge, to enhance number recognition and putting the numbers in sequential order. The childminder successfully completes the progress check for children between the ages of two-and-three years. She provides a written summary clearly identifying where children are in their development and what next steps the children will be encouraged to take in their learning and development. Parents are encouraged to contribute their evidence from observations made at home. The childminder helps to prepare children in their readiness for school. For example, to enhance children's concentration skills the childminder implements activities where children spend more time sitting at the table making marks on paper and completing puzzles.

Children explore the toys by themselves and show particular interest in cars and small world imaginative games. The childminder sits on the floor and asks open ended questions as well as providing appropriate time for children to answer. This helps children's communication and language skills as well as raising their confidence of talking in small groups. Children's language skills are good. They confidently engage in conversation about the toys they are playing with and what toys they are trying to find. The childminder corrects children in their pronunciation of words when they get them wrong, so they learn how to pronounce them correctly. Children are eager to build a train together demonstrating their willingness to work cooperatively. They use their large and small muscle skills well as they connect train track pieces together. Soon the children run out of space to continue to build the track. The childminder observes this but does not make best use of encouraging children to work out how to make more space by themselves because she completes the task for them. Furthermore, some children build bridges but sometimes the bridges are not sturdy and fall down. The childminder tells the children what to do rather than helping them work out what to do by themselves. Children know what toys they want to play with and seek out the musical instrument box. They explore the instruments experimenting freely with different sounds and beats.

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

Children want to explore and investigate independently and extend their own play. This is because the childminder creates a safe, secure and stimulating environment for them to do so. The childminder makes good use of the home and has a good range of toys, resources and equipment, which are used effectively to support children in their all-round development. The new play room offers children more choices and variety of toys to easily access by themselves and with support from the childminder. Children form strong attachments to the childminder and are very happy and settled in her care. Children's self-esteem is high and their behaviour is good because the childminder understands the importance of praising positive behaviour and being a good role model. Overall, the childminder effectively promotes children's emotional well-being.

The childminder's good quality of teaching supports and promotes children's emotional well-being and overall development. Children's health and safety is promoted well. The childminder is a good role model for children. She helps children learn about keeping healthy and safe through daily tasks and activities. For example, children learn that by washing their hands before eating their healthy snack or after touching the dog, germs will stop spreading. The childminder also talks to children about keeping safe while walking to school. The childminder walks the same way helping children become familiar with the route and routine. For example, by pressing the pedestrian crossing button and waiting for the green light to appear helps children learn that this is a safe time to cross the road. Furthermore, children are actively involved in emergency evacuation drills to help them learn about what to do should they need to leave the house quickly. The childminder offers children varied, healthy, light snacks and meals, which meet their specific dietary requirements. These are discussed and agreed with parents. Drinking water is accessible at all times with additional drinks during set meals and snacks. Children regularly spend time outside enjoying the fresh air while exercising. They walk to the school with the childminder as well as spend regular time at the local park to try more challenging apparatus and enhance their physical skills.

The childminder understands and values parents information about what their child enjoys playing with as well as sharing information about events from home. This enables her to sensitively provide activities to help children settle and move on to their next stage in their learning, such as to school. The childminder also makes sure that children have the skills and confidence they need. She understands the importance of sharing relevant information with other professionals involved in children's care and learning, in order to ensure that all children are supported effectively.

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

The childminder has undertaken safeguarding training and has a good understanding of current requirements regarding the protection of children. Appropriate safeguarding policies and robust procedures are in place which the childminder confidently follows should she have any concerns regarding a child in her care. Disclosure and Barring Service checks for all relevant individuals have been successfully completed. Children are closely supervised. The childminder ensures the number of children that she cares for, meets requirements at all times, including when children attend, for example, in an emergency situation or supporting a family in providing continuity of care for children. This ensures that the childminder is able to support children in their learning and development while meeting their overall needs. Risk assessments are robust and hazards are minimised to children in the home, garden and when on outings. The childminder completes visual checks before children arrive in her care to ensure all areas where children play are safe and secure. A written record is completed at least annually which the childminder refers to regarding the action taken to ensure children remain safe at all times while in her care.

A good range of written policies, procedures and records successfully underpin the smooth running of the service that the childminder provides. For example, the complaints policy is shared with parents from when they first start. It includes what to do if they need to

address any concerns and all current and relevant contact numbers are in place. The childminder ensures that parents are familiar with all policies and procedures because she shares the written policy file with them as well as engaging in conversation about the procedures. Records are accurately maintained, are held securely and are shared in a confidential way. Overall, the childminder has a secure understanding of data protection, and when and how to share information safely. The childminder regularly reflects on the service she provides to ensure the outcomes for children continue to improve. She uses effective evaluation tools to assess and identify areas for improvement. Actions and recommendations made at the last inspection have been addressed effectively. For example, the childminder has changed the way she uses observations and assessment to plan for the next steps in individual children's learning and development. The childminder observes how children play and the progress they make as a way to monitor the educational programmes, ensuring that children are benefiting from their time in her care. This ensures that the provision meets children's needs and successfully promotes their enjoyment, learning and development. The childminder shows a commitment to continuing to build on her knowledge and skills. She works well with local authority professionals and other childminders to share best practice and new ideas, which improves her practice for the benefit of children.

Partnerships with parents and other professionals are good. The childminder understands the importance of communicating with parents from the start. She regularly holds discussions with parents to share relevant information so she is able to meet their child's overall needs effectively. Furthermore, she works closely with other professionals should this be required so that children's needs are met in full. The childminder understands the benefits of liaising with teachers to help her to plan relevant activities to support children's progress. For example, children are learning about bugs at school. The childminder plans activities with the children to search for bugs at the park by collecting leaves and twigs where bugs may be found. Overall, the childminder has the necessary teaching skills and understanding to complement learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY377622
Local authority	Nottinghamshire
Inspection number	821449
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	22/12/2008
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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