

Inspection date	25/01/2013
Previous inspection date	11/11/2009

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 enjoy their time at the setting. They make swift progress in their learning and development as they access a stimulating environment with high quality resources and well-thought-out activities.
- The childminder has a good understanding of how to promote the health and safety of children. She has assessed the risks to her premises well and has minimised these so children are able to freely access both downstairs rooms as they please.
- Children play together harmoniously. They build strong relationships with the childminder, and with each other, as they are encouraged to respect and value everyone as individuals.
- Children benefit from the robust partnerships that exist between the childminder and their parents. Information is regularly shared to support their care and learning.

It is not yet outstanding because

- Partnership working with one of the settings that a minded child attends is not yet fully developed. This prevents the child from progressing as quickly as possible, as there is a lack of continuity in their learning.

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 observed activities in the two main play rooms and checked all other areas used for childminding, including the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
 - The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation information and a selection of other policies and children's records.
- The inspector also took account of written comments from parents and carers.

Inspector

Jennie Dalkins

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged seven and eight years in a bungalow in Mickleover, Derby. The whole of the childminder's home, except for the bedrooms, is used for childminding. There

is an enclosed garden to the rear of the property available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder works with an assistant and provides care from 8am to 6pm each week day. Currently, there are eight children on roll, all of whom are in the early years age range. Children attend on a full or part time basis. The childminder is a member of the local childminding group.

What the setting needs to do to improve further

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

- enhance communication with the setting attended by one minded child, so that learning needs are shared and complimentary activities are provided to support their progress across settings.

Inspection judgements

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

A wide range of activities that inspire and stimulate children's interests are on offer. The childminder has a robust understanding of the seven areas of learning and is skilled in delivering activities based on children's interests. She uses favourite characters and resources as a starting point and devises a range of activities to help children develop a broad range of skills. For example, children enjoy reading a caterpillar story and so the childminder devises a range of resources and activities based around this. Children learn the days of the week by selecting the correct day along with what the caterpillar ate on that day. They count the number of items the caterpillar ate and discuss whether the foods chosen were good for him. This promotes their language and basic mathematic skills as well as developing their understanding of healthy options. The theme is further developed as children paint paper plates and make a large caterpillar model which is displayed in the playroom. They find out about the life-cycle of the caterpillar and know that he makes a cocoon before turning into a butterfly.

Children's language skills are within the developmental milestones for their age and records show that considerable progress has been made from their starting points. Similarly, personal skills are developing rapidly as the childminder encourages good self-care. Children show good personal care as they put on their own slippers when they come in from outside and wash their hands before eating. Early literacy skills are also being developed as children make marks with pens, paints and crayons. They show good control as they use glue and stick tissue paper on their pictures, which are proudly displayed on

their individual windows.

Mathematical skills are successfully promoted through a range of play activities. Children place the caterpillar pictures in order showing how he grows from a small to a large caterpillar. This approach enables children to understand concepts such as big and small and gets them to compare size and length. Activities such as sand and water play develop their understanding of concepts such as quantity and measure. Children have lots of opportunities to engage their imagination and be creative. They enjoy a range of craft activities, sticking, gluing and making pictures to their own design. They also like to play make-believe, pushing dolls in prams and pretending to take each other's pictures with a toy camera. They say 'cheese' as they pose with their prams and pretend to talk to each other on the toy phone.

The childminder effectively observes children as they play. She makes a note of their achievements and successfully identifies activities and experiences to move them on. Consequently, children are continually moving forward and are fully engaged in activities as these are challenging and linked to their interests. She willingly changes her plans to meet the changing needs and wants of children, moving planned activities to another day when sudden snowfall captures their imagination instead. Snow is brought in for children to feel and snowmen built in the garden. Children then have fun making pictures of their snowmen, using a range of craft materials. The childminder's effective approach in the delivery of the learning and development requirements means that children demonstrate understanding of how to behave and a keen desire to learn. This also helps them to adapt to school and encourages them to make a good start in their formal education.

The childminder also encourages parents to share information about their child's learning and development at home. Parents complete an initial sheet which contributes to the childminder's understanding of what children can do. They are then kept well informed as their children progress. The childminder reviews their development and shares this with parents so that future targets are explained and agreed upon. This helps parents to contribute to their children's learning as they are clear about their achievements in the childminder's care.

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

The childminder's warmth is infectious and she gives children plenty of attention, showing them genuine respect. Her enthusiasm encourages all children to join in the activities and her sensitivity to individual needs ensures every child is given the opportunity to develop at their own pace. Her approach has led to parents commenting that they feel sure that 'being in such a positive and happy environment is helping my child develop into a confident and self-assured toddler'. Children are relaxed and confident, showing that they feel secure and safe in the childminder's home. Young children snuggle in for cuddles and to listen to stories while older ones come in from school and confidently engage the childminder and her assistant in discussion about their day. Children are attentively listened to and their comments are valued. Consequently, their self-esteem is good. Any unwanted behaviour is dealt with calmly and sensitively. The childminder discusses any issues with parents so they can work in partnership to help children develop alternative

ways of dealing with their frustrations. As a result, children begin to understand what is expected of them and generally play together harmoniously. Throughout the day, the childminder communicates with the children, asking them what they want to do and responding positively to their requests for her to play alongside them. She joins in as they practise making sounds with a range of musical instruments and pretends to drink the cups of tea they make in the toy kitchen.

Children's behaviour is good as they are clear about the boundaries and rules of the home. Children know they must sit at the table when they are eating and they help to put away toys with the childminder's assistance. A healthy lifestyle is encouraged as meals are home-cooked and varied to provide good nutritional value. There is a spacious outside area, where children get plenty of exercise, bouncing on the trampoline, playing in the pirate ship or just running round the large lawn. They also visit parks in the area and go to local children centres where they play on a range of large equipment.

Children are also encouraged to learn how to keep themselves safe. The fire drill is regularly practised and children are reminded about road safety as they go out. The childminder uses a four-seater pushchair to keep young children safe near busy roads and talks to them all about keeping together. The childminder has developed good links with the local schools. She shares information with them about children's development, and helps children to make a smooth transition when the time comes for them to move on, as they regularly go to collect older children from the school grounds.

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

The childminder is enthusiastic about providing high quality care and has a professional approach to her role. She uses self-evaluation to good effect and has identified ways to develop her service further. For example, she has recognised the need for more space to allow children of different age groups room to develop their play more fully. Plans are well underway to extend the property for this purpose. Children benefit as their needs are driving future plans. The childminder asks parents and children for their views and seeks to act on any comments they make.

The childminder has very positive relationship with parents. She regularly shares information about children's routines and the activities they complete. Any concerns are promptly recorded and shared as required. The childminder has also developed some positive links with local schools that children attend and information is shared to promote continuity of care. However, she has not yet developed ways of fully communicating with the pre-school that one minded child attends. She obtains information about the child's care needs and how well she is settling, but has not developed communication regarding the child's achievements in learning. This hinders her ability to work in partnership and co-ordinate her activities to enable the child to progress as swiftly as possible.

The childminder has a strong knowledge of the safeguarding and welfare requirements. She has comprehensive written policies in place and has a clear understanding of how to promote children's well-being. She is aware of the signs and symptoms that may indicate

abuse and has all relevant contact details to pass on any concerns. Safety in the home and on outings is also well understood and extremely well-promoted. The home is safe and secure with all exterior doors being locked and all areas of the home being effectively maintained. Specialised equipment such as fireguards are used to reduce the risk of accidental harm. Children move freely between the two downstairs rooms, demonstrating confidence and independence as they decide where they want to play and which of the high quality resources they want to use. The childminder is also very clear about her role and responsibility in delivering the learning and development requirements. She has devised effective systems to plan and provide for individual children's needs and consequently they make very good progress towards the early learning goals.

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	EY386644
Local authority	Derby, City of
Inspection number	821697
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	8
Name of provider	
Date of previous inspection	11/11/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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