

Inspection date	03/11/2014
Previous inspection date	01/12/2009

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

- The childminder demonstrates a good understanding of children's starting points and individual needs. She uses this knowledge to promote their development in all areas of learning.
- Children who speak English as an additional language are exceptionally well supported. They feel valued and included as the environment is highly inclusive and meets their developing needs.
- The childminder has a good understanding of safeguarding matters, to ensure children are kept safe at all times.
- The childminder is committed to continuing her professional development in order to benefit children's experiences and improve practice.
- The childminder works closely in partnership with parents and carers. This integrated approach effectively supports children's care and attention.

It is not yet outstanding because

- The childminder does not always use a range of different teaching strategies to extend children's critical thinking skills.
- There are further opportunities to extend children's independence during snack and meal times as children do not help to prepare their food or serve their own drinks.

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 children's activities and routines in the indoor areas.
- The inspector spoke to the childminder at appropriate times throughout the observations and spent time interacting with the children.
- The inspector looked at children's learning journey records, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability of the childminder and family members and discussed self-evaluation.
- The inspector took account of the views of parent's through questionnaires and written testimonials.

Inspector

Sharon Alleary

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two sons in a house in a village close to Newark. All areas of the home and the rear garden are available to children. The childminder attends toddler groups and activities at the local Sure Start centre. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children who speak English as an additional language. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- use a wider range of teaching strategies to promote children's critical thinking skills, for example, the use of more open-ended questions
- increase children's opportunities to develop independence, for example, by allowing them to prepare their food and pour their own drinks at meal times.

Inspection judgements

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

Children make good progress in their development because the childminder has a good knowledge of how children learn and provides a wide range of activities within and outside of the home. The childminder gathers information about the children from the outset. She talks with the parents to gain an understanding of children's interests and achievements from home. The childminder subsequently observes children's development to assess their starting points. The childminder plans learning experiences for each child, based on her knowledge, their interests and developmental needs. In addition, the childminder has established an effective observation and assessment system. This further enables her to effectively plan for children's individual needs. Tracking systems are in place to highlight the progress children make, and to quickly identify any gaps. This ensures that children are well prepared for their next stage of development, such as starting pre-school or school. The childminder has completed the required progress check for children between the ages of two and three years.

Children learn to socialise because the childminder takes them to various groups where they learn to mix with other children and make friends. All children engage in playful and

enjoyable experiences as they make exciting decisions about what they want to do. Therefore, children are developing their skills for their future learning and next steps onto school. The childminder provides a clear narrative to children's play, supporting their early communication skills by repeating words. However, she is less comfortable asking suitably challenging questions. This means that the development of children's thinking skills is not always fully maximised. Children have a broad range of opportunities to help develop their small muscular movements and handling skills well. For example, they effectively use rolling pins and cutters as they skilfully manipulate play dough. Mathematical language is spontaneously introduced as children play, for example, they count how many animals they can see on the jigsaw. The childminder and children learn about a range of festivals together. This helps children to begin to be aware of people from different faiths and cultures. The childminder encourages children to get involved in gardening activities and caring for plants. Consequently, this promotes children's awareness of how to care for living things. Children enjoy the sensory activity of playing with cooked spaghetti. The childminder shows them how pasta looks and feels before it is cooked. The children are introduced to an assortment of tools to lift and separate the spaghetti. This extends their interest and involvement as well as developing their physical skills.

The childminder takes children on interesting and educational outings, such as to country parks, where they explore nature first hand. Children who speak English as an additional language are exceptionally well supported. The childminder goes to great lengths to support their home language, as well as helping them to learn English as they play and discover. For instance, she learns basic words in their language and she works closely with parents to translate words. In addition, their home language is represented in the playroom, along with dual language books. Therefore, these children demonstrate excellent progress in their communication and language skills. Parents are kept fully informed about their child's progress through daily discussions and viewing their child's learning journal. This means parents gain an in-depth knowledge about their children's achievements and progress over time. Children are encouraged to take home the digital camera so parents can take photographs of their children's interests. These photographs form an All about me book. Regular newsletters and next steps information update parents on their children's current learning. These forms of communication provide ideas for parents to support their children's learning at home. This ensures a consistent approach to children's learning, and overall children are gaining the skills and attitudes they need for their future learning and eventually for school.

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

Children are cared for in a homely and welcoming environment. The calm atmosphere supports children's learning and they have close and positive relationships with the childminder. Secure emotional attachments have formed. Children approach the childminder with ease for cuddles and welcome her interaction in their play. The childminder works closely with parents and takes care to ensure that she finds out all of the relevant information about children's individual routines and care needs. She spends time getting to know the children and settling-in sessions are agreed with parents and based on individual children's needs. This supports strong bonds and helps the children as they move from their home into the childminder's care. The childminder provides a fully

inclusive service to all children attending. A culture wheel display exhibits photographs and information about each individual child and their family. This helps provide a sense of belonging. The childminder is an extremely good role model as she effectively manages children's behaviour. She positively reinforces good behaviour and kindness with lots of praise and very calmly distracts children when they become upset or frustrated. Consequently, children are learning to cooperate with each other, to share and are developing their understanding of the childminder's boundaries and expectations. The kindness tree display recognises children's acts of kindness to one another. The childminder comments that she receives compliments on how well behaved the children are when she is out in the community.

Children are beginning to learn and understand some age-appropriate skills in self-care. For example, children are beginning to be introduced to the toilet and the hygiene procedures that accompany this, such as hand washing. Children are keen to try these new skills, enjoying the strawberry scented soap. During snack, children are able to choose from a healthy selection of fruit and vegetables. However, opportunities are overlooked for children to serve themselves food and drink, encouraging further independence. The childminder works with parents to discuss any individual dietary requirements. This ensures children's well-being is supported. Children are actively encouraged to develop healthy lifestyles and enjoy outdoor play on a regular basis. They have regular access to the childminder's rear garden and also visit the local parks and recreational areas. This contributes to their physical development and learning about healthy lifestyles. Children are taught how to evacuate the house safely and this is practised on a regular basis. Fire drill certificates are given to encourage the children's participation in this exercise, thus making it fun and meaningful. In addition, the childminder gently reminds children of safety measures. For instance, when walking up the stairs, children are reminded to hold up their princess dress to avoid tripping.

The childminder allows babies to take manageable risks. For example, they crawl down a low step. Children have access to a child-friendly playroom. For example, colourful wall displays, informative posters and designated areas, such as, the dressing up zone and role play area, enhance the learning environment. Additionally, children are able to select from a number of low-level toy boxes. As a result, children are able to explore and initiate their own play and ideas. Equality and diversity is particularly well represented. This supports children with an awareness of themselves and those from other cultures. The childminder provides excellent opportunities to support children's personal, social and emotional development through every day routines and activities. For example, she attends community groups daily with the children. This provides opportunities for them to meet and play alongside their peers, in different surroundings. The childminder builds positive relationships with the school teachers by introducing herself when she drops children off for the first time. Young children accompany the childminder on school runs, which helps them to become familiar with a school environment before starting school themselves. Consequently, children are emotionally preparing for school.

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

The childminder understands her responsibility to meet the safeguarding and welfare requirements for the Early Years Foundation Stage. Children are safeguarded when they are with the childminder, because she is aware of the signs and symptoms of child abuse and neglect, and knows what to do if she is worried about a child in her care. Additionally, the childminder has completed child protection training to ensure her knowledge is up-to-date. Comprehensive risk assessments are available and ensure all areas, both indoors and outdoors, are checked. There are also thorough risk assessments undertaken for all outings. In addition, a daily check of the childminder's home ensures any potential hazards are kept to a minimum. Documentation is organised and maintained to a good standard, which effectively supports children's safety and welfare.

All the necessary checks have been completed to confirm that all adults in the home are suitable to be in regular contact with the children. The childminder actively seeks to keep her knowledge and understanding of good quality childcare up-to-date. She accesses various training courses, which have a positive impact on the service she provides. The childminder monitors the educational programmes and her teaching practices appropriately. For example, tracking systems help the childminder to monitor children's progress and to identify any gaps in a timely manner. The childminder has worked hard since her last inspection to develop her childminding services and provide good quality childcare from her home. She evaluates her practice on a regular basis and seeks the views of parents through questionnaires. The childminder has developed an innovative method for gaining children's opinions on her service. For instance, they select emotion faces to demonstrate their feelings.

Partnerships with parents are very good. Regular communication takes place by sharing of the learning journeys, newsletters and daily handovers. This ensures the daily and ongoing needs of children are met. The childminder provides parents with useful information, such as informative leaflets on different aspects of childcare like ditching the dummy, in the entrance area. Parents speak positively about the childminder and her practice, commenting that their children always come home with a smile on their face. The childminder demonstrates the importance of working in partnership with other providers. For example, she shares verbal summaries of children's progress with pre-schools and schools that children attend. As a result, children receive consistency and continuity in their care and learning. Overall, children enjoy spending time with the childminder, who is attentive to their individual needs and provides them with a calm and nurturing environment.

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. 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	EY389910
Local authority	Nottinghamshire
Inspection number	879054
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	01/12/2009
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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