

Inspection date

26 February 2015

Previous inspection date

12 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Safeguarding procedures are robust. The childminder knows what to do if she has concerns about a child in her care or an allegation is made against herself or her family. She carries out comprehensive risk assessments, which help minimise hazards around the home, garden and when on outings. Consequently, children are kept safe at all times.
- Children soon settle, are happy in the childminder's home and develop a strong sense of belonging. The childminder is caring and sensitive to the needs of the children. Consequently, children feel emotionally secure in her care. This results in children being enthused and eager to learn.
- The childminder makes appropriate use of the local area and amenities to support children's social skills, communication and physical development well.
- The childminder provides meaningful, motivating play opportunities that effectively support children's interests and learning needs. Children respond positively to the childminder's sensitive and enthusiastic interaction. As a result, their progress is good.
- Partnerships with parents are well established. This enables the childminder and parents to work together to support the care and learning needs of each child. Parents are actively involved in their children's learning and development. They contribute to the progress records and share information about their children's learning at home in a range of ways.

It is not yet outstanding because:

- The childminder has not fully embedded into practice, good support for children in preparation for their move to school.
- Children are not always able to independently access a wide range of mark-making tools, to enhance their spontaneous ideas and early writing skills during their play.

What the setting needs to do to improve further

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

- introduce procedures to ensure children are emotionally prepared for their transition to school, and strengthen relationships with other early years providers, to make sure there is continuity of care and learning when the children start school
- provide children with more easily accessible mark-making tools to support their independent choices and spontaneous ideas in play, so that children can start to make marks for different purposes to extend their understanding of literacy.

Inspection activities

- The inspector held discussions with the childminder and spoke to the children throughout the inspection.
- The inspector observed free play, focused activities and lunchtime.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, learning journal records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder, her policies, procedures and welfare documentation.

Inspector

Janice Hughes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder uses her good knowledge of how children learn to promote children's learning across the educational programmes. Assessment procedures are robust. The childminder effectively identifies children's next steps in their learning. As a result, she provides challenging activities that encourage and enthuse the children. Children are active learners. They become engrossed in their play as they explore and investigate. They enjoy well-read stories and board games, such as number bingo. These activities help children to acquire the key skills in readiness for school. They learn to listen, concentrate and extend their language skills. Overall, children can reach a wide range of toys and resources to support their learning. However, they cannot independently access a wide range of drawing and writing resources. Children use their imagination well. For example, they thoroughly enjoy pretending to be robots. They stomp around the room making noises into the electronic microphone, shouting 'I am a robot'.

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

Children are cared for in a friendly home. They are comfortable in their surroundings. The childminder has established strong bonds with the children. She has taken time to find out about the children's home routines, preferences and what they can already do. This helps to ease the transition from home into the childminder's care. However, the childminder has not yet made effective links with local schools. This means children's emotional well-being is not fully supported in their preparation for their move to school. Children develop good independence and self-help skills. They are confident and behave well. They learn to share and take turns and play cooperatively together. The childminder promotes thorough hygiene procedures and healthy lifestyles. Children enjoy eating healthy food, such as, fruit, chicken casserole and sweet potatoes. Children learn that exercise can be fun. They have regular trips to the park, go outside daily and take part in rigorous dancing sessions. The childminder provides a safe environment and encourages the children to learn about safety.

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

The childminder meets the welfare and safeguarding requirements well. She has detailed policies and procedures, which effectively help her run the service she offers. She is committed to the improvement of her provision. She has made good use of the self-evaluation tool and reflected on her practice. She has involved the parents and children in this process. Together they have identified her strengths and weaknesses. The childminder has a positive attitude towards attending short training courses, so she continues to update her childcare knowledge. Monitoring of children's progress takes high priority. The childminder tracks the children's learning. This enables her to identify when early intervention is needed. Children, therefore, receive the appropriate support to meet their learning needs. Partnerships with parents, local authority and outside agencies make a strong contribution to providing continuity of care for all children.

Setting details

Unique reference number	EY391465
Local authority	Derbyshire
Inspection number	873974
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	12 November 2009
Telephone number	

The childminder was registered in 2009. The childminding provision operates Monday to Friday from 7.30am until 6pm all year round, except for Christmas, and bank and family holidays. The childminder holds an early years qualification at level 3. She receives funding for free early education for three- and four-year-old children.

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