

Inspection date	21/03/2014
Previous inspection date	20/07/2010

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 makes strong bonds with children. She offers a stable, safe, secure environment which enables children to make good progress as they are eager to learn.
- The childminder provides good teaching to support children's learning across a range of activities.
- The childminder is well-organised and manages her home effectively. She follows successful safety procedures to reduce the risk of accidents and evaluates her practice carefully to promote on going improvement for children's all round development.
- Partnerships with parents are good and information about their children's learning is shared regularly and effectively. This helps to ensure children's needs are met.

It is not yet outstanding because

- The outdoor play area is not always used effectively to support children's learning in all areas.
- The childminder is not always encouraging children to practise their early writing skills during a range of different play situations.

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 held discussions with the childminder and her co-minder and spoke to children.
- The inspector observed children at play indoors.
- The inspector held a joint observation with the childminder.
- The inspector sampled documentation, including children's files and her policies and procedures.
- The inspector checked the childminder's suitability and qualifications.

Inspector

Janice Hughes

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She lives with her parents and child aged four years in Derby. The whole ground floor of the childminder's house is used for childminding. There is also an enclosed garden for outside play. The childminder works with a co-minder on a regular basis. The childminder provides care all year round, Monday to Friday, from 8am and 6pm. There are currently 11 children on roll, of whom six are in the early years age range, most of whom attend part time. The childminder attends local toddler groups on a regular basis. She has a level 4 early years qualification. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority coordinator. The family has a pet dog.

What the setting needs to do to improve further

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

- enhance the outdoor environment further to respond to children's spontaneous interests across all areas learning
- provide a wider range of play activities, both inside and outdoors, which encourage older children to practise early writing skills, by example, writing shopping lists or invitations to parties.

Inspection judgements

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

The childminder teaches children a comprehensive range of activities that reflect their interests and stages of development. The areas of learning are reached through carefully planned activities and this means that children are stimulated and excited to play and learn. As there is good knowledge of each child's development, the childminder teaches appropriate activities that are planned to enhance their learning. Consistent nurturing and encouragement of children's involvement in tasks mean that the teaching offers children the chance to reach their potential. The childminder knows children well because knowledgeable information has been retrieved prior to their start. This knowledge is then used to assess children's starting points and builds on each child's development needs. The childminder observes children in their activities, noting their interests and achievements. She has clearly detailed assessment procedures and compiles a record of development for each child. These include regular summaries to identify children's stage of development. The childminder describes a suitable procedure to complete the required 'progress check at aged two' and works in partnership with parents to close any identified gaps in learning. She keeps parents up to date with children's ongoing development and

sends home activities to encourage parents to engage in their children's learning. The childminder has frequent discussions with parents and shows them the records of development and they are encouraged to add to these. To promote shared learning the childminder suggests ideas for parents to do at home, which link into what she is doing. For example, counting the cars in the environment and recognising the colours. Parents state that they are happy with the progress their children are making.

The childminder uses her knowledge of children's interests to plan fun activities. She is skilful in linking one activity to another, to help children learn through play. Children are keen to play and learn, so they make good progress in their development. The childminder organises a construction activity and involves children in the preparations. They help to gather the nuts and bolts and the tools to put the construction together. This encourages children to make decisions about their play. Children learn about mathematics throughout the activity because the childminder is quick to seize on opportunities. For instance, while using the construction toys, children count the wheels with the childminder. She challenges them to think about different shapes and to think about concepts, such as bigger and smaller. Children busily use the tools demonstrating good handling skills and create a car. The childminder talks to children about what they are doing and asks questions. This encourages children to listen, think and reply, which helps their communication and language skills to develop effectively. For instance, children put play animals into the car and say they are going shopping. The childminder prompts a conversation about their experiences of shopping. The activity evolves into imaginative play as children fetch bread, milk and eggs from the 'shop'. The childminder stimulates this learning and adapts resources quickly to promote the play, by providing shopping baskets, pretend money and play food. This helps children to pursue their interests with encouragement. As a result, children are extremely well supported in developing their future skills through their participation in a range of stimulating and purposeful play activities.

The childminder reads stories with expression, including older and younger children equally, so that they all learn to enjoy books and helps their early literacy skills. To enhance children's writing skills the childminder provides activities, such as learning how to form letters correctly and writing their names. However, she is not always providing a more extensive range of imaginative purposeful writing activities to encourage more rapid progress in this area. For example, writing shopping lists, labelling the names of shops or letters to their friends. Children show high levels of confidence and self-esteem in exploring the play environment with close support from the childminder. They have opportunities outside the childminder's home to develop their physical skills, such as daily visits to the park. Here, children use equipment and learn to climb, balance and run around. To increase children's physical development, the childminder takes them weekly to the soft play area. This helps older children to experiment with different physical equipment to enhance their skills.

Children enjoy positive relationships with the childminder and her co-childminder and with other children in her care. They show that they feel safe and secure as they interact and play confidently. The childminder knows children well and gathers relevant information from parents about their likes, dislikes and preferences at settling-in times. This enables children to settle quickly into the childminder's care because she can provide for their needs from the start. She has a kind, patient and caring approach, which supports children's emotional well-being effectively. She makes strong bonds with children and this is recognised as a vital element to ensuring children are settled. The childminder is a good role model and this supports children's experiences as she teaches them good manners and how to behave appropriately, which builds their confidence. She teaches children to share and to take turns, so they learn to play cooperatively. Children respond well to the childminder's positive approach. She speaks to them in a gentle manner and explains things to help them understand. For instance, the childminder reminds children to 'be careful' when they become boisterous and to put their hands over their mouth when coughing.

Children are happy and this is because activities allow them to be independent, to be curious and to explore the inside environment. Children make confident and independent choices as they play. They select toys and books, which they use well. For example, children play happily with small figures, dolls, cars, jigsaws and construction toys. Resources are easily accessible, so children can find things and put them back in the right boxes, helping their independent skills. The indoor environment is stimulating and provides a good place for children to learn. However, in contrast the outside environment has scope to improve. There are few opportunities for children to investigate and explore all areas of learning as well as possible, such as, through making marks, growing things, listening to sounds and digging. Children learn about good hygiene procedures and self-care skills under close supervision of the childminder, such as washing their hands before their snack and using the toilet.

The childminder encourages healthy eating and is aware of children's dietary requirements. Parents provide children's lunch boxes and the childminder emphasises to them about providing 'healthy lunches'. She promotes healthy snack by giving children options of fruit and vegetables. She encourages older children to pour their own drink and help themselves to their own fruit, aiding children to learn about healthy choices. The childminder provides outdoor play on a daily basis so that children benefit from fresh air and physical activity at the park. The childminder supports children's understanding of safety successfully. During outings, she supports children's awareness of road safety and older children demonstrate that they have a good understanding of this. They explain that they have to 'look where they are going', they know that roads are dangerous and that they have to press the button at the traffic lights before they cross. Specific procedures have been put in place to help children learn about how to be safe, such as evacuation drills. These are carried out sensitively to help children learn about potential dangers age appropriately. The childminder ensures that young children are safely strapped into high chairs to reduce the risk of accidents. The childminder prepares children well for their move to school. She reads stories, takes them to the school and sets up role play activities. These help children to be aware of the changes and reduce children's anxiety about starting pre-school or school.

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

The childminder demonstrates a good understanding of her responsibilities in meeting the legal requirements of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has secure knowledge of the Local Safeguarding Children Board procedures, which protect children's welfare and has good procedures in place. For example, she is able to explain what she would do if she has concerns about a child in her care or an allegation is made against her. The childminder maintains comprehensive written risk assessments for the premises and outings, so that she is clear about safety procedures. She supervises children well and follows effective safety precautions. Thorough documentation is organised and detailed and as a result, the childminder's systems of working are effective. She obtains relevant written parental permissions, for example, for taking children on outings or when administering sun cream. This promotes continuity in their care. Specific knowledge of children's learning and development requirements are utilised to provide a progressive environment for children to learn. The childminder monitors her educational provision effectively, ensuring that she is covering all areas of learning well and is meeting children's individual needs. She assesses children's progress effectively and is able to identify aspects of learning where individual children require additional support. She is then able to plan effectively and work well in partnership with parents and other agencies to support children's progress further.

The childminder evaluates her practice carefully. She maintains a detailed self-evaluation document, which demonstrates that she is aware of the strengths in her practice and areas for further development. She welcomes feedback from parents and she routinely talks to children and observes their responses to activities so that she can use this information when evaluating her practice. She is proactive in addressing identified areas for development, such as finding out about training courses to support her awareness of children learning through play. There is a constant drive for improvement as the childminder has an assured outlook towards developing the provision offered and successfully implemented her recommendations from the previous inspection. The childminder demonstrates a strong commitment to developing her practice. She has achieved a Level 4 qualification in childcare and attended a number of short courses. She makes good use of training opportunities to enhance children's learning, such as developing her planning so that she can meet the individual needs of children.

The childminder works well in partnership with parents, outside agencies and other establishments. For example, she links closely with the local playgroup as appropriate to support specific aspects of individual children's development, in order to promote continuity between the two organisations. The childminder has positive relationships with parents and seeks their views as she reflects on her practice. Parents are highly complimentary about the childminder's care of their children. Children are happy with the childminder and are eager to tell parents about their activities. This interaction further enhances the childminder's partnerships with parents, who are impressed at the childminder's attention and dedication to their children.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY402908
Local authority	Derby, City of
Inspection number	875217
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	11
Name of provider	
Date of previous inspection	20/07/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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