

Inspection date	12/06/2013
Previous inspection date	08/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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 settle well and form secure emotional attachments because the childminder understands their needs and is attentive and caring.
- Children make good progress because the childminder knows how to observe and assess their skills, and intervene effectively to extend their learning.
- Children are kept safe because the childminder assesses and minimises risks to the premises, both indoors and outdoors.
- The childminder reflects on her practice to identify areas for development. Improvement plans are appropriately targeted and include the views of assistants, parents and staff from other settings.

It is not yet outstanding because

- Detailed information is not always consistently obtained from parents and carers about children's skills and abilities on entry to the setting, in order to establish a more precise starting point for initial planning.
- There is scope to develop play and activities in the outdoor area, to enrich children's experiences and further promote 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
- 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 conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the indoor and outdoor areas.
- The inspector discussed children's individual progress with the childminder and looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistants.
- The inspector discussed the childminder's improvement plan and took account of the views of parents and carers from information contained in the self-evaluation form.

Inspector

Linda Moore

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Daybrook, Nottingham, with her two adult children, who also act as her assistants. The ground floor of the premises, except for the front room and the first floor bathroom, is used for childminding purposes. There is a fully enclosed garden available for outside play. The premises can be accessed via one step to the side and back doors. The family has a pet dog.

The childminder visits the local shops and park on a regular basis. She collects children from local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm Monday to Friday. She is a member of the Professional Association for Children and Early Years, and holds a recognised childcare qualification at level 3.

What the setting needs to do to improve further

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

- enhance existing systems for gathering information from parents and carers to establish an even more accurate picture of children's development on entry and starting point for activity planning
- extend the use of the outdoor area by enhancing the already good range of accessible resources, and broaden planning to increase children's learning opportunities and experiences when playing outside.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements within the Early Years Foundation Stage. She cares for children in her home and also works part time at a local preschool. The childminder acts as children's key person at both settings, and this helps ensure consistent care and contributes towards their sense of security. The educational programme is delivered effectively; information is gathered through observing children at both settings, giving the childminder a full picture of their ability and what they enjoy doing. Observations are analysed and used well to identify children's next steps in learning and guide activity

planning and intervention. As a result, children are appropriately challenged and their learning is a continuous journey. The childminder organises her home effectively to provide a rich learning environment for children to play and learn. She ensures resources are relevant to children's current interests, and these are organised well so they can see what is available and make choices. Children participate in a range of challenging and stimulating activities and experiences that cover the prime and specific areas of learning. Although the outdoor play area is used well at times, it does not always offer as rich a range of resources as the indoor area. There is some scope to increase children's opportunities to explore, build, move and role play, to fully enhance their learning.

Children participate in activities that promote their creativity and imagination. The childminder ensures children have sufficient space and time to explore their surroundings and initiate their own play, they move around freely and with confidence. Children enjoy junk modelling using different materials including cardboard and sticky tape to make structures, such as a tent. They imagine this as a home and fetch blankets, dolls and teddies to put inside. They decide later to change the structure, moving the card around and using more sticky tape to make it into a cot. Children enjoy role play and dressing up, re-enacting familiar scenes together, such as caring for their dolls. They enjoy designing and producing pictures with paints and collage materials. Children confidently express their ideas for activities and help themselves to resources, getting out different boxes of collage materials and glue sticks to make a card for their parent. They select and sort the materials and stick them onto the card independently, sitting quietly and concentrating well on the task for several minutes.

Children have good opportunities to develop early literacy and numeracy skills. They can identify and name different objects by their shape and colour. They use mathematical language to describe which ones are bigger and smaller, and compare size by overlaying a small shape on top of a larger shape. Children access mark-making resources to practise early writing skills. They write their name independently on their work, forming recognisable letters. The childminder asks a child if she would like her to write it down so she can copy it. The child likes this idea and says yes. Children ask for help when needed, for instance, when writing words. The childminder helps without taking over or directing. She encourages children to listen to the initial sounds and helps them by pronouncing each letter phonically, demonstrating how to hold your tongue to pronounce 'L' for lion. Children enjoy listening to stories read by the childminder and she introduces props to further their interest and help them predict what happens next.

Children's understanding of the world develops as they learn through activities about people's similarities and differences. Resources represent all types of people, and these are used to generate discussion. Children engage in practical activities where they learn about the characteristics of liquids and solids, for instance, they dissolve jelly. They enjoy baking activities and help to make biscuits. They see the process through from beginning to end, visiting the shops to purchase the ingredients needed. On their return to the setting they weigh and measure what they need using scales and then mix the ingredients together and add heat to see what happens. The childminder demonstrates a good understanding of how children learn and develop, and she identifies appropriate targets to support their progression. During routines and play, she interacts positively to motivate children and extend their learning by modelling and asking open-ended questions. This

challenges children's thinking and helps to extend their language skills.

The childminder generally communicates well with parents and carers, and takes positive steps to involve them in children's learning. Time is taken every day to chat and share information about what children have done, what they are learning next and how parents can support this at home. This has a positive impact on children's progress. At the start of the placement, the childminder gathers information from parents and carers about each child so she is knowledgeable about their individual care needs and interests. However, there is scope to gather more detail about children's developmental levels at the outset, to gain a more accurate starting point for her planning to progress children even further.

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

Children's care and well-being are effectively supported. The childminder and her assistants work well together to provide a secure and supportive environment. They behave in a caring and nurturing manner, and consequently children form good emotional bonds and develop confidence. They run over excitedly to greet the assistant on her arrival at the setting and jump into her arms for a hug and a cuddle. Settling-in sessions are arranged whenever possible to give children, parents and the childminder the opportunity to get to know one another. This helps ease children's separation from their parents. Children's transition to school is managed well by the childminder to help prepare them for the change and alleviate any fears. They learn to manage their own personal needs and do things for themselves, such as unwrapping the contents of packed lunches. The childminder talks to children about going to school, they look through books together and engage in role play situations, such as the school classroom.

Children generally play well together and begin to learn how to share and take turns. The childminder is a good role model and manages children's behaviour in a calm and consistent manner. She supervises well and intervenes when necessary to help resolve any conflict. Children are reminded about the rules for behaviour when needed, and explanation is given to help them understand why this is important. The childminder works closely with parents and carers to discuss strategies and ensure behaviour is handled consistently. Good behaviour is recognised and acknowledged with praise and rewards. Children learn how to keep themselves safe, for example, the dangers from putting objects in their mouths and when climbing onto furniture. When out and about with the childminder they learn to look out for traffic when crossing the road.

Children begin to understand why it is important to lead a healthy lifestyle, such as eating well and taking regular exercise. The childminder talks to them about foods that are good for you, like fresh fruit and vegetables. Children have very good opportunities to be active. They regularly play outside and visit local parks. The childminder talks to them about how exercise builds strong muscles and hearts. Children particularly enjoy swimming sessions with the childminder and her assistants. Their health and safety benefit significantly from this activity as swimming promotes physical strength, balance and flexibility. Children also benefit emotionally because exercise in water is relaxing.

The effectiveness of the leadership and management of the early years

provision

The childminder has a good understanding of safeguarding procedures and knows how to protect children in her care and who to report any concerns to. She gives a high priority to children's safety and well-being. Daily checks are carried out before children arrive to ensure everywhere is safe and secure. Written risk assessments are completed and these show how action is taken to minimise or remove hazards. The childminder is knowledgeable about the Early Years Foundation Stage requirements and maintains appropriate records and documentation. All of the required policies and procedures are in place, and these are accessible to parents and carers.

The childminder has a good capacity to develop and maintain improvement. She demonstrates a positive commitment to improving her knowledge and skills through training. She has completed a wide range of relevant workshops and courses to keep herself up to date. The childminder is a reflective practitioner and consults and gains the opinions of others, such as parents, carers, assistants and colleagues, to help identify any areas for improvement. These are then appropriately targeted to have a positive impact on children's play and learning, for example, broadening children's learning opportunities outdoors.

The childminder has formed strong working relationships with parents, carers and other adults involved with children. They all work effectively together to ensure there is a shared approach. Information is communicated well between all parties, and this supports children's well-being and progress. Parents and carers are kept well informed about all aspects of the provision, and their views are sought on an ongoing basis.

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 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 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	EY418000
Local authority	Nottinghamshire
Inspection number	817806
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	08/02/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

