

Inspection date	24/09/2014
Previous inspection date	31/03/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children have very close relationships with the childminder. She is warm and caring and the children are confident and happy in her care. As a result, children feel secure when they are with her.
- The childminder develops good partnerships with the parents. This helps to ensure that they are well-informed about their child's development.
- Appropriate safeguarding policies and procedures are in place. The childminder translates them effectively into her practice. This helps to ensure children's welfare is suitably promoted.

It is not yet good because

- The childminder's teaching methods do not always support children to think and explore for themselves. Consequently, on some occasions children become bored and their attention can waiver.
- Children's understanding of the natural world is not well promoted as there are too few opportunities for them to explore and investigate natural resources.
- The childminder does not always successfully arrange visual resources at appropriate heights so that children can make the most of them to enhance 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
- 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 viewed activities in the main playroom and rear garden of the childminder's home.
- The inspector spoke with children and considered the views of their parents throughout the inspection.
- The inspector completed a joint observation with the childminder and talked with her throughout the inspection.
- The inspector viewed a range of documentation including suitability checks, evidence of training and the policies and procedures of the setting.

Inspector

Elaine Tomlinson

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged seven and three years in a house in Swadlincote, Derbyshire. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The family has rabbits and dogs as pets. The childminder attends a toddler group and activities in the community. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. The childminder works with two assistants. There are currently 12 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The Childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the quality of teaching so that children are effectively supported to think and explore for themselves.

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

- increase opportunities for children to explore and investigate natural resources in order to promote their knowledge and understanding of the natural world
- improve the presentation of visual resources at appropriate heights to enable children to make the most of them to enhance their learning.

Inspection judgements

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

The childminder provides a suitable range of interesting activities, which promote the all-round development of children. The childminder mainly encourages children to decide for themselves where or what they want to play with, meaning that on the whole, play is child-led. In addition, the childminder provides specific activities, which she uses to support children's individual learning. As a result, children are appropriately supported to make reasonable progress. The childminder has developed some fitting teaching methods to guide and advance children's learning. Consequently, children generally develop an

adequate range of skills in preparation for their next stage of learning. For example, she joins in play verbalising her thoughts when solving problems. However, on occasions the childminder directs play too much, which means that the children are not encouraged to independently explore activities. In addition, she does not always allow children sufficient time to think for themselves and as a result, children sometimes disengage from learning. Subsequently, children are not effectively supported to develop the skills needed to become independent learners. This means that children are not prepared as well as possible for when they start school.

Children enjoy participating in creative activities, including painting with their hands. They enjoy learning more about colour as the childminder encourages them to mix paint. Children become excited as the childminder helps them to make paper aeroplanes and maintains their enthusiasm as they see who can throw their plane the furthest. Outside the childminder provides a reasonable range of toys, which promote physical development. Children are provided with opportunities to balance on seesaws and climb on slides. The childminder makes use of a relevant range of skills to promote the children's communication development. The childminder promotes children's language and communication well, including children who speak English as an additional language. She encourages children to repeat simple words and sounds and to say these back to her as she involves children in simple conversations. Therefore, children are reasonably confident communicators. A selection of resources are available that the childminder uses to encourage the children to write and make marks as they play. In addition, children are encouraged to sit on comfortable sofas to read favourite stories and sing songs with the childminder. As a result, children develop appropriate early literacy skills. Children explore a range of mechanical toys. They demonstrate that they can turn knobs and push buttons, and show an understanding of how things work as they talk on the phone. However, children's knowledge and understanding of the natural world is not well promoted as there are too few opportunities for them to explore and investigate natural resources, such as, water or soil.

The childminder has a sufficient understanding of the children's capabilities. This is because she takes the time to get to know the children by appropriately observing them as they play. When children first start the childminder talks to children and their parents about their likes and dislikes. She uses this information to plan experiences, which children are interested in, which helps them to settle well. In addition, the childminder uses appropriate systems to track and assess children's learning. She makes use of this detail to effectively identify children's emerging developmental needs and to recognise any gaps in learning. The childminder then considers each child's next steps in development by providing developmentally appropriate experiences in her weekly planning. Therefore, children are supported to make satisfactory progress. The childminder holds regular discussions with parents to keep them adequately informed about their child's emerging needs. She provides regular written summaries of development for parents to comment on. Likewise, the childminder has developed strategies to encourage parents to be involved in their child's learning. For example, by providing objects, such as fruit to use in the children's play. This helps to ensure that learning is well supported at home as parents are able to continue what children do with the childminder. Furthermore, the childminder has established links with the local pre-school and regularly shares useful information with teachers at the school. Consequently, learning is consistently supported across settings.

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

The childminder has developed warm and loving relationships with the children in her care. She is sensitive and responsive to the needs and wants of children. The childminder offers cuddles and reassurance when children become upset. Children benefit from this as they are happy and confident to express their emotional needs. They show that they feel secure in her company. Additionally, children enjoy being in the setting. They smile and giggle when they engage in activities with the childminder. The childminder uses flexible settling-in procedures to develop relationships with parents. She gathers relevant information from them and uses the detail to ensure that children are emotionally well supported during their transition into the setting. This also supports children's emotional preparedness for moving on to the next stage in their learning, such as school. The childminder has a positive attitude. She is an effective role model who is polite and respectful. The childminder implements efficient behaviour management strategies skilfully, which support the children well. As a result, children learn to understand her expectations and behave very well. For example, the childminder encourages the children to play games where they have to take turns, so that they learn to play cooperatively with each other. Likewise, the childminder uses positive praise to reinforce appropriate behaviour. This means that children develop very good levels of self-esteem.

The childminder arranges the well-resourced environment so that children are sufficiently supported to explore activities confidently. Equipment is in good working order and is mostly stored at child's level meaning that in general, it is accessible at all times. This means that children move around freely between the outdoor and indoor areas making choices about where and what they play with. However, on some occasions resources such as, visual aids are not always presented in the most effective way. This means that when the childminder uses them to reinforce learning children cannot always see or make the most of them and, as a result, become confused. For example, pictures of fruit are too far away for children to see them. This means that they are not always able to make connections by linking the real fruit to the picture. The childminder takes all reasonable steps to ensure the premises are kept secure to help promote children's safety. She makes use of effective systems to monitor and minimise risks successfully throughout the day. Children are well supervised as they play and the childminder conducts regular fire evacuation drills and teaches children to walk down steps safely. This means that children are beginning to develop some understanding of how to keep themselves safe. The childminder uses daily routine tasks to support children to become more independent. For example, they put on their own shoes and coats. As a result, the well-being of children is suitably promoted.

The childminder is fully committed to promoting the good health of the children. She provides a wide range of healthy, well-balanced foods and snacks. The childminder attends to individual dietary needs very well. Children sit well at the table and feed themselves. They learn about how to keep healthy during activities and through mealtime discussions. The childminder provides water and juice for them to help themselves to throughout the day, which helps to support their well-being. The childminder ensures that good hygiene practices are routinely carried out. She encourages children to wash their

hands after messy play and before meals. Furthermore, children go to the toilet themselves. The childminder takes children on regular outings in the community and provides free flow access to the outdoor area. She makes good use of these occasions to motivate children to move and be physically active at these times. This helps to ensure that children are beginning to understand the importance of exercise.

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

The childminder has made sufficient improvements since the last inspection, where she received a notice to improve. The childminder has also had a monitoring visit from Ofsted. As a result, weaknesses have been appropriately addressed to improve children's care, learning and safety. For example, the childminder has made improvements to the quality of children's learning experiences. She has developed effective systems to track and monitor each child's progress across all areas of learning, which means that she is now able to effectively identify their next steps and quickly respond to their individual interests. The childminder has also appointed a new assistant and now ensures that supervision arrangements are consistent and complement the number of children in attendance. This means that they receive the support they need to remain safe.

The childminder has a reasonable understanding of her responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. Therefore, the welfare of the children is suitably promoted. All people who live or work in the childminder's home have been subject to relevant Disclosure and Barring Service checks. These measures help to keep the children safe. The childminder has attended in depth safeguarding training. She knows the possible signs and symptoms of abuse and is clear on the appropriate actions she should take should she have any concerns about a child's well-being. The childminder uses appropriate risk assessments of the premises to identify and minimise risks to ensure that the environment is safe. The childminder has developed adequate policies and procedures, which she shares with her assistants appropriately through their induction and ongoing training. General working practices ensure that these are adhered to. The childminder maintains the required documentation, such as public liability insurance to support the suitable management of the setting. This promotes the welfare of the children.

The childminder has a generally good understanding of the learning and development requirements of the Early Years Foundation Stage. However, some areas of learning, in particular, understanding the world, is less well supported. This means that opportunities for children to explore and investigate natural resources in order to develop their skills and knowledge are not fully promoted. Systems for the observation and assessment of children are used sufficiently to ensure that children make suitable progress. The childminder knows the capabilities of the children reasonably well and generally supports their development through flexibly planned activities, which are of interest to them. Therefore, children are generally motivated to learn. The childminder is fully committed to improving the quality the setting. The childminder has identified some strengths and weaknesses through self-evaluation and has considered how improve practice further to meet the emerging needs of the children. She has reflected on her own professional

development and considered how to develop some of her teaching methods to better support children's learning. The childminder has attended training to improve her knowledge, including guidance around the ways that children learn best. She has begun to implement new strategies into her practice. However, this is in its infancy and has not yet had a substantial impact on the quality of her teaching.

The childminder has a sound knowledge and understanding of the importance of working in partnership with parents. She has developed good relationships with parents who are happy with the flexible care that she provides. The childminder uses effective strategies so that parents contribute to and are kept well-informed about their children's learning and development. The childminder also ensures that there is a daily two-way exchange of information. This helps to make sure that the needs of the children are met. The childminder has been working in close partnership with local authority advisers who provide additional interventions to support the development of the setting. She is clear about the importance of working with other professionals, for example, she has formed appropriate partnerships with schools. This means that interventions to support children with special educational needs and/or disabilities are reasonably well sought and information is suitably shared between settings.

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	EY439890
Local authority	Derbyshire
Inspection number	977139
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	31/03/2014
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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