

Inspection date

Previous inspection date

09/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 has a good knowledge and understanding of the Early Years Foundation Stage. She makes the most of opportunities to promote children's learning through play and provides interesting and stimulating activities that engage them and enhance individual progress.
- The childminder provides a rich learning environment particularly through a well-planned and resourced playroom. She proactively uses the outdoor area of the home.
- The childminder makes sure children's well-being is supported as she maintains effective hygiene routines. She installs a sense of security as children are and feel safe with her. This is enhanced as she maintains all required and many additional records and documents.

It is not yet outstanding because

- The childminder provides fewer opportunities for children to extend their understanding of people and community.
- The childminder has not fully established liaison with providers from other settings children attend regarding children's learning and development.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities between the childminder and cared-for child inside the home. The inspector supplemented all observations with pertinent questions.
- The inspector looked at the children's development records the childminder planning of activities and her policies and procedures.
- Discussions were held with the childminder about what and how she provides for the children in her care. How she meets their needs and works with parents. Her views were shared about her pro-active plans for her provision and how she will progress in her own skills in the future.

Inspector

Yvonne Layton

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and child aged three in Staveley, Derbyshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

There are currently five children attending two of whom are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder holds appropriate early years qualifications of National Nursery Examination Board and a foundation degree. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- enhance children's learning about people and community by extending visits to different parts of the community and role-play resources reflecting diversity
- engage further with other settings that children attend by sharing relevant information to ensure effective continuity and progression of education.

Inspection judgements

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

The childminder provides a stimulating, rich learning environment. She has an excellent range of quality resources which are enhanced by a playroom with designated areas, such as a comfortable book, craft and mark making areas. Alongside detailed planning she provides individualised activities and opportunity for the children to self-select and initiate their own play ideas. The childminder actively extends and integrates activities to meet all areas of learning, thus ensuring children are making good progress. She involves the children in an exciting planned theme based on the popular children's book about a bear hunt. Children seek out 'footprints' of bears placed in the outside play area. In the outdoor area there are pictures of significant things from the book that they can relate to. They use a tent as a cave, read the book and undertake action rhymes about it. This progresses into discussion and stories about all kinds of bears. They seek out different bear characters in books and soft toys. In the playroom there are pictures of real types of bears with a display of small world bears. A variety of art and craft activities support the theme. All of this is thoroughly enjoyed and enhances children's learning in all areas.

The childminder promotes mathematical development through planned activities and routine activities, such as through a number book and counting spontaneously. She uses natural resources, such as sand and water for children to experiment with. In the outdoor area she provides labels on equipment, such as 'through' on a tunnel and 'under' on

crates. Alongside the text she reinforces the concepts verbally. Children are encouraged to consider size, shape, number and colour throughout. The childminder enhances children learning about the world through celebrating different festivals, including eating different cultural foods and she has a number of resources that promote diversity. She provides some opportunities to visit the local area, such as local children's groups, but currently there is less opportunity for children to visit different parts of the community and role play resources that reflect diversity are less available.

The childminder provides children with a variety of opportunities for them to be creative and imaginative. They have free access to art and craft and a range of small world, imaginative resources. Children are encouraged to express themselves in their art and craft. The childminder promotes children's learning about technology as they have access to a laptop, children's play computers, play tills and telephones. The childminder promotes a love of books as she has a wide range of books, including family life books, and visits the library. Children identify their favourite story as part of a planned topic.

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

The childminder is strongly committed to positive behaviour management strategies. She celebrates personal and social achievements of children well; for example, when children help to tidy away activities they receive a 'well-done' sticker. She is consistent in the use of praise and positive reinforcement and children are encouraged to respect themselves and each other. Therefore, children are developing a good sense of self and belonging to a wider family group. The childminder promotes children's belonging and self-esteem as they have opportunities to be involved in related topics. As part of an 'I am Special' topic children share photographs of family and special events and things. They make self-portraits and use a Picasso painting to study faces. They learn about different people and cultures as they investigate mixing different colours of paint to make skin tones.

The childminder supports children to develop their physical skills as they undertake activities both in the home and on outings. For example, they balance on special cones in the home and visit children's amenities. The childminder ensures all children have access to the outdoors daily and uses her own outdoor area effectively. She provides indoor activities outside, such as an area to make marks, number and picture cards and a tent is used as a story and imaginative play area. The childminder provides children with an extensive range of activities and routines to enable them to learn about healthy eating and a healthy lifestyle. Children make plates of pictures of healthy and unhealthy food, which is used in a healthy eating display. They learn about self-care through routines, such as hand washing and teeth cleaning, which are all supported by pictorial text. A theme about 'My Body' enables children to learn about their own body as they make a collage of a skeleton and enjoy related stories.

The childminder ensures children learn about safety and keeping themselves safe. For example, before outings they discuss road safety and enjoy safety focussed topics. Children know the safety rules and will remind the childminder of them and why they have them. Children are secure as they confidently approach the childminder and seek her

reassurance.

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

The childminder provides a superb learning environment for the children through a well-planned and resourced playroom and a strong outdoor area. She makes sure children are making good progress in their learning and development as she is secure in her knowledge to implement all aspects of the learning and development requirements of the Early Years Foundation Stage. Written planning for long-term, short-term activities and topics are linked to the areas of learning. These are interwoven with child-initiated and interest activities. Plans are flexible and the childminder is proactive in working with children's interests and responding to events. The childminder strongly understands about the importance of the prime areas of learning and development for younger children and of engaging all children with the specific areas. She completes individual assessments, which are detailed and clearly identify the next steps for the children. The childminder is confident about implementing the two-year-old progress check. She provides opportunities for children to experience a wide variety of activities that enable them to make progress in all areas of learning.

The childminder has a detailed safeguarding policy and is clear about the procedures and her responsibilities. She completes effective documentation to ensure children's well-being is supported. This is enhanced as she maintains all required and many additional policies. The childminder is proactive to ensure children are kept safe, protected and supported; for example, children wear high visibility vests for outings. Risk assessments and fire evacuation practices are completed to keep them safe. The childminder maintains a secure home, a visitors record and has strong systems for the collection of children, all of which aid the well-being of the children. She has efficient hygiene policies, procedures and consistent routines of which the children are actively responsive to.

The childminder promotes a good two-way positive relationship with parents and carers. Initially she encourages them to provide relevant information about the child and family enabling her to respond well to their learning and care needs. She shares and encourages parents involvement with development records and maintains a daily care and activity sheet for babies ensuring parents are fully involved. Within the setting parents are provided with information about the Early Years Foundation Stage and the childminder's policies and procedures. All of these ensure the needs of all children are met and parents are well-informed. The childminder has approached other providers delivering the Early Years Foundation Stage that children she cares for attend, although currently with limited success. She recognises the importance of this partnership to fully support children's continuity and progression in their learning. The childminder has a strong commitment to the children, her provision and to her own continuous professional development. She reflects and evaluates all aspects of her setting and is keen to continue to develop her setting. Therefore, this results in outcomes for children being continually improved.

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. 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	EY444695
Local authority	Derbyshire
Inspection number	790083
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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