

Inspection date

Previous inspection date

09/01/2013

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

- Children are developing very good emotional attachments with the childminder. They are happy and settled and have a very good bond with her. As a result children make good progress.
- The childminder is skilled in developing children's language and confidence. Children enjoy reading books and talking with the childminder. She encourages and supports children well, improving their confidence to talk.
- The childminder has a very good understanding of how children learn and ensures that she plans an exciting range of activities that interest them and supports each child in their development. Children make good progress and have fun.
- Good relationships with parents means the childminder is able to meet the individual needs of all children attending and they settle very quickly.

It is not yet outstanding because

- There is scope to improve the use of outdoors, particularly the garden, to extend children's learning experiences.
- Children's progress and development is not maximised because some opportunities to encourage parents to extend their child's learning at home are missed.

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 in the lounge, the dining/playroom and spoke with the children at various times during the inspection.
The inspector spoke with the childminder at appropriate times throughout the observations and viewed the premises with her. This included the bedrooms where the children sleep.
- The inspector looked at children's learning journeys, written comments from parents and a selection of policies and children's records.

Inspector

Angela Hufton

Full Report

Information about the setting

The childminder registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, young school-aged child and pre-school child in the Southwell district of Nottinghamshire. All of the home is registered for childminding purposes although care is generally provided on the ground floor. There is a bathroom on the first floor. The family has a cat, rabbit and guinea pigs. There is an enclosed rear garden for outdoor play. The home is close to all local facilities

including schools, parks and shops. The childminder has a car available for outings.

The childminder is a member of the National Childminding Association and attends local group meetings. She currently has three early years children on roll attending a variety of sessions. The childminder also cares for children before and after school. She is able to support children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the use of outdoor environment, particularly the garden, to extend children's learning experiences
- enhance children's development by providing parents with more information about how they can contribute to and extend their children's learning at home.

Inspection judgements

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

The childminder is knowledgeable about the Early Years Foundation Stage and uses this well to support children in their learning and development. The environment is well organised and there are a range of exciting resources which she uses effectively to support children's development across the seven areas of learning. For example, children use a wide range of materials and natural resources to create pictures, masks and models. A recent favourite was making pictures of people using leaves. The childminder extends children's vocabulary well by asking questions and modelling language. She supports children in making choices, such as which colour play dough they would like and which tools they would like to use. The childminder is effective in helping each child learn the correct name for the tools, such as 'rolling pin' or 'butterfly cutter'. Children respond very well to this encouragement and are keen to communicate with the childminder, telling her all about how they are using the tools to make holes in the play dough. Children respond well to the developmental opportunity and benefit from the childminder's support and encouragement.

Children enjoy choosing from the broad range of books and look at them independently. Their enjoyment of books and reading is extended through regular trips to the library, where they take part in rhyme and storytelling sessions. Young children have good opportunities to make marks in different media such as shaving foam. Children play imaginatively in the 'home corner' with the kitchen set and toy foods. They pretend they

are taking the baby shopping and then put things in the oven to 'cook'. This helps them act out real life experiences, developing their confidence and self-awareness. Children go on frequent outings in the local community with the childminder. This helps them learn about nature and the environment in which they live. The childminder helps children learn about the similarities and differences between other people through a variety of activities. This includes dressing up, looking at festivals or exploring music from around the world. Children also learn about technology and have great fun playing on an electronic piano mat. There is good support from the childminder to help the children progress in mathematics. There are visual numbers in the home and garden and counting is encouraged through everyday activities, such as, snack times.

The childminder has effective systems of observation and assessment in place. Children are monitored and supported well as they progress towards the early learning goals. The childminder works closely with parents, such as, prior to children being cared for. She arranges visits and discusses activities their child likes to do at home. This impacts positively on children helping them settle very quickly as familiar toys are set out on their first day to help them feel at home. Parents are kept well informed of their child's learning progress through summaries sent to them, via e-mail, each Friday night. However, some opportunities to encourage all parents to continue their child's learning at home are missed. The childminder does not always fully explain how parents can also contribute to the assessment files and their children's next steps in learning. This means children's progress is not fully maximised. The childminder uses 'Development Matters in the Early Years Foundation Stage' well to identify where children are in their developmental progress. She has training and experience in using this information. This helps her plan a broad range of challenging and fun activities to support children's overall good progress.

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

Children's well-being is skilfully supported by the childminder who sensitively promotes their increasing emotional and physical independence. The childminder has a warm and friendly approach. She provides a caring and comfortable home in which children feel safe and secure because the childminder is watchful at all times and careful to meet their needs. Children behave well and demonstrate that they are happy in the childminder's care. For example, they share smiles and laughter, ask her for help when needed and make independent choices and decisions about their play. The childminder encourages children to play together, helping them learn to share, take turns and care about others. As they get ready for school, young children willingly fetch shoes for their friends. Children learn about good hygiene practices through everyday routines, such as, washing their hands before snack time. The risk of cross infection is minimised because the childminder ensures each child has their own individual towel and bed linen. All children enjoy nutritious home-cooked meals that include fresh fruit and vegetables. This helps promote healthy eating habits. Children's individual dietary needs are known and the childminder works with parents to ensure that meals offered are suitable.

Children have regular opportunities for exercise and fresh air. They go on outings to the park, use the garden, go to indoor soft play centres and have daily walks to and from school. Children are able to play safely as the childminder ensures her home is well

organised and well maintained so that any hazards are reduced. She carries out a daily safety check and in addition completes written risk assessments for both the home and outings. Children learn about safety through participating in emergency evacuation drills and know the routines to follow when they get ready to go on outings or school collections. Children are beginning to contribute to keeping their environment safe. For example, they know where some things are kept in the home, and help put away toys and clear up after activities, including putting the play dough away in the right tubs.

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

The childminder is dedicated to offering a high level of quality care to children and families. She undertakes further professional training and works closely with other childminders to refresh and develop her knowledge. The childminder has a good understanding of how to keep children safe. She has attended safeguarding training and knows the procedures to follow if she has a concern regarding a child's welfare. Comprehensive policies and procedures, including written policies, support the childminder well in providing a safe and secure environment. She also accurately records good levels of detail regarding the children in her care to ensure that she has required levels of information to meet children's individual needs.

The childminder provides parents with an abundance of information which is displayed in her setting and on her website. In addition, she compiles written summaries for parents of their child's progress. Parents' comments are very complimentary, including how easy the settling in process has been because of the attention the childminder has taken to make sure their child's favourite toys are available. The childminder has formed positive working relationships with the local school and pre-school and shares information with regards to children's well-being, development and their next steps in learning.

The childminder has only recently started childminding and is thoroughly enjoying her new role. She has previous early years experience and a qualification in early years and uses her knowledge and skills well in her daily practice. The childminder has established a system for evaluating her practice, knows her strengths and has plans in place to develop areas where she has identified weakness. For example, whilst children make regular use of the garden, the childminder has identified that she is not using this effectively as a learning environment. She has considered ways to extend children's learning outdoors, such as through putting up a range of objects that children can use to develop their knowledge of sound and improve their skills in listening. This has not yet been implemented to improve these outcomes for children. However, the childminder demonstrates the capacity to make continuous improvements to further improve children's learning and development opportunities.

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

EY448442

Local authority	Nottinghamshire
Inspection number	807193
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '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 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.

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

