

Inspection date	21/01/2014
Previous inspection date	29/01/2013

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		3
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

- The childminder and assistant's knowledge of safeguarding practices ensures children are safe and secure.
- Established relationships and attachments are warm and secure between the children, childminder and her assistant. Children's ongoing and changing needs are met because the childminder and assistant work sensitively and flexibly with parents.
- Children are happy and settled. They enjoy participating in the range of various planned and independently chosen activities and toys, which generally support their learning.

It is not yet good because

- The monitoring of the assistants performance and training is not securely embedded. As a result, children's progress is not consistently supported because of the variable teaching skills.
- Children's sensory skills are not maximised because some resources, such as treasure baskets and natural resources, are not as readily available for them to explore.

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 spoke with the childminder, assistant and interacted with children at appropriate times throughout the inspection within various rooms of the childminder's home.
- The inspector sampled a selection of documentation, including child development records, training and qualification documentations, risk assessments, car details, written policies and procedures and other required records.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents as previously discussed with the childminder and their written comments.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with and works with her husband who is an assistant. They have three children aged 12, eight and six years and all live in a house in the Mansfield area of north Nottinghamshire. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has two Staffordshire Bull Terrier dogs as pets.

The childminder, assistant and children attend a toddler group and activities at the local children's centre. They also visit the shops and park on a regular basis. The childminder and assistant collect children from the local schools and pre-schools. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. The provider supports children who speak English as an additional language. The childminder and assistant operate flexibly all year round from 5am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- improve the assistant's teaching skills by robustly monitoring and supervising their performance, so that children are consistently supported to make good progress.

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

- increase and make more available the already suitable range of toys for toddlers to explore using their sensory skills by introducing, for example, treasure baskets.

Inspection judgements

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

The childminder is a good role model and has a secure understanding of child development and successfully implements her teaching skills in practice. However, the overall teaching skills of the service provided is variable. This is because the assistant is not as confident and knowledgeable about the seven areas of learning and not as secure in implementing effective teaching skills. The childminder has not embedded and overseen the monitoring of the skills of the assistant well enough. As a result, children's progress is not consistently complemented and supported and opportunities are missed to further

enhance their learning. For example, the assistant carries out an activity with the children by cleaning a wipe board book without encouraging them to take the lead by showing and telling him how to clean previous marks made by others. This does not support children's problem solving skills well enough. The childminder and assistant promote English language well while supporting children whose first language is not English. This enhances children's language and communication skills because the childminder and assistant incorporate English into everyday tasks and activities sensitively.

The childminder understands the importance of tracking children's development from their starting points as discussed with parents. However, due to variable teaching skills, children make satisfactory, rather than good progress, from their starting points. The childminder confidently uses observations to identify the stages and skills of each child and then plans relevant play activities to enhance the next steps in their learning. These are shared with parents, helping them keep up to date regarding their child's progress. The childminder uses photographs, creative artwork and written comments to bring to life what the children have done, played with and what the childminder will be planning next to support their development. She also provides suggestions for parents to continue their child's learning at home by sharing ideas and activities that children have shown an interest in. The childminder helps children in their readiness for school by providing a range of activities to support their independence skills, such as putting on their own coats and shoes. She also encourages children to make marks using various pens and crayons, to help them further enhance their literacy skills.

Children thoroughly enjoy being creative and imaginative during a food activity suggested by the childminder. The assistant and childminder work well together preparing the children with various food items to be placed on the pizza bread base. The childminder talks to the children about healthy eating as they confidently self-select food items themselves. Children place basil and chopped up cheese on the pizza base. The childminder encourages children to enhance their physical skills by providing plastic knives, which enables children to have a go at cutting up sausages and ham. Children carefully place their chosen food items on their pizza base, smiling and laughing at their different designs. Some children also try new foods to ensure they like them before they use them on their pizza. The childminder interacts well with the children, asking thought provoking questions and incorporating areas of learning, such as mathematics regarding the shape, size and the numbers of food placed on the pizza bases. Children respond well and confidently talk about what they have made, counting the cut up sausages as well as describing colours and tastes. Children show good levels of concentration and enjoyment while absorbed in the activity. The assistant supports the childminder by providing more plates and knives but lacks the skill to actively participate in the activity to further enhance children's learning opportunities. Children play imaginatively with cars. Some children play cooperatively, sharing the cars as they line them up together. Other children eagerly involve themselves with the role play objects pretending to make cups of tea and wash up. Children enjoy sitting on the childminder's knee looking at books, counting and pointing out objects clearly naming them in English as they enhance their literacy and language skills. Overall, children are happy and settled and enjoy their time with the childminder and assistant while accessing a range of activities that supports their all-round development.

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

Children are cared for in a clean, safe and well-maintained home. Children learn about keeping safe and staying healthy by participating in daily routines and tasks. The childminder sensitively reminds children of the importance of washing their hands to stop germs from spreading. Furthermore, the childminder ensures the pet dogs are wormed, free from fleas and vaccinated and encourages children to wash their hands after they have touched the pets. She helps children learn to enjoy the benefits of exercise by taking the dogs on walks with them. The childminder helps children learn to keep safe by reminding them to sit correctly on chairs while they participate in food activities. Additionally, children regularly participate in emergency evacuation procedures to help them learn what to do should they need to leave the house quickly, in order to keep safe. The assistant is not as confident to deliver such messages, which does not ensure children are always provided with consistent learning opportunities. Children are happy, settled and behave appropriately. Minor disputes are managed well by the childminder and children settle back quickly in to their play. The childminder uses positive words reinforcing children's behaviour, such as 'good listening' and 'well done'. This raises children's self-esteem and confidence while learning about what is expected of them.

The childminder understands the importance of finding out as much information about the children when they first start with her. She gathers a varied range of information from parents, which is then used to plan play pertinent for individual children. This helps children settle quickly and form secure attachments with the childminder and assistant. The childminder and assistant work sensitively with children, using English carefully while incorporating children's home language to help them settle. Additionally, the childminder works successfully with teachers to help children settle during their transitional time from her care to moving on to school. Children feel safe to explore because the childminder and assistant support them well and provide toys that are easily accessible and in appropriate condition. However, some toys and resources are not as readily available to enhance further children's exploratory and sensory skills, for example, natural resources and treasure baskets. Children spend time outside in the garden as well as visiting the park to keep healthy while enjoying the fresh air. This is usually an experience, which is incorporated into children's daily routines, from which they benefit. Furthermore, the childminder and assistant take children swimming as discussed and agreed with parents to help and support children in their confidence and physical skills. Children enjoy mealtimes and food activities that help them learn about healthy eating, such as making pizzas with fresh and healthy toppings.

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

The childminder and assistant have a secure understanding of their role and responsibility to safeguard children. They are confident and knowledgeable of what to do should they have any concerns regarding a child in their care. Regular training keeps them up to date with current policies and procedures to ensure they are familiar with new procedures to protect children and make referrals. Furthermore, they share changes to the safeguarding policy with parents, such as the use of mobile telephone and camera while children are in

attendance. Children are supervised well and are in the constant vision or hearing while playing. The childminder and assistant work well together ensuring child to adult ratios are maintained. They deploy themselves well to ensure children's needs are met carefully and sensitively, such as during nappy changing times. This helps other children to continue playing safely and supported. Daily risk assessments are completed by the childminder and assistant on all areas where children have access, to minimise hazards to them. The front door is locked ensuring that children are unable to leave the building without an authorised adult and visitors are unable to gain access. All required records to meet the welfare requirements for the Early Years Foundation Stage are in place and are accurately recorded. They are also well-organised and comprehensively written. Records are shared in a confidential way because the childminder only shares information with parents about their own child. A good range of written policies and procedures underpin the running of the service the childminder and assistant provide.

The childminder and assistant have worked hard to meet the previous actions set at the last inspection. They have a positive attitude to making improvements, which children are benefitting well from. For example, the childminder and assistant consistently use opportunities for children to learn and reach a good standard in English language. They speak with the children in English and carefully use children's home language to sensitively support them in settling and to consolidate English as an everyday language while in their care. Play is now planned carefully because the childminder tracks children's stage and level of development and provides activities that are age appropriate and stimulating while building on children's own interests. This mostly supports children's learning and development skills. The childminder understands the importance of seeking parents' and children's views to enable her to implement actions to make improvements. She generally reflects well on the service she provides. However, the methods used to monitor the assistant's performance are not securely embedded and some teaching skills are variable. As a result, children's learning and development progress is not consistently supported.

Partnerships with parents is positive. The childminder and assistant work flexibly to meet the ongoing and changing needs of parents work patterns and family needs. The childminder sensitively and confidentially liaises with parents to address concerns and any emerging issues as well as sharing general information on a daily basis. Written comments by parents are positive and complimentary about the service the childminder and assistant offer. A clearly, well-written range of policies and procedures are shared with parents helping them understand the service that is offered. Further information is also shared verbally everyday keeping parents informed of their child's progress. The childminder works well with other professionals, such as the local school, to complement children's learning and prepare them for their move on to school.

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	EY449110
Local authority	Nottinghamshire
Inspection number	906453
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	8
Name of provider	
Date of previous inspection	29/01/2013
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

