

Inspection date

Previous inspection date

05/02/2013

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 happy, confident and settled in the childminder's care. They develop independence skills as they explore their environment and make their own choices in relation to their play.
- Children's learning is planned and monitored successfully and according to their individual interests and developmental stage. As a result, they are making good progress.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She minimises potential risks so that children are able use all areas of the safely.
- The childminder develops effective partnerships with parents and communication is good, which helps ensure she consistently meets children's needs.

It is not yet outstanding because

- The childminder does not provide children with a varied range of resources that reflect positive images in society to promote children's understanding of diversity.
- The childminder has not developed the use of props and story sacks to increase children's enjoyment and involvement in stories.

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 held a discussions with the childminder throughout the inspection.
- The inspector observed free play focused activities, outside play and snack time.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her policies and procedures and welfare documentation.

Inspector

Janice Hughes

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner and three children aged nine, seven and two years in Ilkeston, Derbyshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder operates from all year round. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four children on roll, of whom three are in the early years age range. The

childminder is able to take and collect children from local schools and pre-schools and 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:

- develop children's enjoyment and involvement in stories further. For example, use puppets, story sacks or real objects as props to further promote their communication and language development
- strengthen children's understanding of the differences of people in society by enhancing resources and opportunities to reflect diversity in their play.

Inspection judgements

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

Children make good progress in their development, as the childminder is well qualified caring and attentive. They enjoy playing in a stimulating, and welcoming environment, both indoors and outside. The childminder monitors children's progress individually with close partnership with parents from the start. She gathers information from the parents about their children's capabilities and uses this to help her form her 'starting points'. As a result, the children settle quickly into her care and are able to participate in experiences that interest them. She completes effective observations of children in their play and uses these to identify children's next steps of learning and plan efficiently challenging activities. The childminder has a secure knowledge and understanding of how to promote the learning and development of children. Parents are involved in children's learning through daily discussions. They talk about their children's achievements at home and this enables the childminder to link their interests into planning future activities. Parents regularly view and contribute to their child's 'Learning Journey', which provides an accurate reflection of their child's achievements and effectively promotes continuity in children's care and learning. Therefore, children make good progress in their learning.

Children benefit from a good range of experiences and activities, both adult organised and child led. The childminder interacts with interest and enthusiasm. She uses consistent praise and affectionate encouragement so children become confident and well motivated to play and learn. She effectively supports children in developing communication and language skills. Children listen well to others talking and respond to the childminder's requests positively. They vocalise their needs and views through words and short sentences, as well as learning new words to extend their vocabulary. The childminder asks

children lots of questions to encourage them to think and share their knowledge and views. One example of this is when young children explore paint and cornflour mixture. They smear the paint on their hands and squeeze them together and giggle as they hear the noises it makes. They inquisitively watch the cornflour drizzle through their fingers and repeat the actions, laughing and smiling as it drops on the tray. The childminder, encourages this play by constantly talking to the children about what they are doing, asking what the mixtures feel like, introducing words, such as squidgy and cold and letting them be active inquisitive learners. She extends this play further by providing a selection of tools to encourage the children to make some marks. For example, a plastic knife enables children to make straight lines and they freely use their fingers to create circular patterns. Through these activities children develop skills to help their early writing and fine physical development. They also clearly show children's ability to express their feelings and be creative.

Physical development is fostered well. Children have lots of floor space to stretch, roll safely and explore freely. Children join in action songs. The childminder fully includes babies through clapping with them and encouraging their wiggling. Children also play outside with enthusiasm, using a good range of equipment and activities in different environments each day. For example, they pedal a small car in the garden and explore the larger equipment at the park. To further children's enjoyment of the outside environment, they have opportunities to walk in the local woodland where they search for conkers and collect leaves. They explore snow and build snowmen, plant flowers and vegetables and hunt for insects using magnifying glasses in the summer. These activities highly stimulate and help children's understanding of their natural world. Children explore technology through using play resources. They use a press-button toy and watch this with interest and giggle as the lights flash and the music plays. This captures their interest and develops their curiosity. Older early years children use the computer to play games and find out information.

Children happily share books, they handle books with care, turning pages in order and proudly point out pictures. The childminder reads children a wide range of stories and encourages their interaction in what is happening through her positive questioning. However, at times some children are not fully engaged with the story. Alternative ways of promoting their involvement when listening to stories, such as using props to enhance story-telling, are not yet used. This impacts on how well children's communication and language skills are promoted to the very optimum.

Children are developing a good understanding of numbers, shapes and size. They count aloud with the childminder and sing number songs together. They explore many objects in treasure baskets. For example, children try to fit objects into one another. As a result, they know when things are 'too big' or 'too small'. They use their knowledge well to complete puzzles and simple practical problems. The childminder uses every opportunity to develop counting skills. For example, children count the cups in the role play kitchen and the steps as they go into the garden. Children are interested and keen learners. They are clearly having fun as they learn and develop in the care of the childminder. This results in them acquiring the skills and capacity to develop and learn successfully. Their progress in all areas of learning ensures they have key skills needed for their future

learning, including school where appropriate.

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

The childminder has a thorough knowledge of each child's background and individual needs and follows the child's home routine to help to ensure consistency of care. As a result, children are well settled, confident and relaxed in the childminder's home. They laugh and smile with enjoyment as they move around freely and respond positively to cuddles and reassurance, when they are upset, hungry or tired. Children are forming close and loving attachments with the childminder. They benefit from enthusiastic interaction with the childminder and learn from her positive role modelling. She shows kindness and respect to children, giving them choices and waiting for them to make decisions.

The childminder continuously encourages young children to do things for themselves. From a young age, they develop good independence in eating, dressing and personal hygiene. For example, children put on and take off their coats, asking for help when they need it and independently wash their hands ready to have their snack. Children's personal and emotional development is fostered very well as the childminder organises daily trips to the local community in which they visit play facilities, walk to explore the environment and meet up with friends to play and socialise. This develops children's social skills by allowing them to engage with other children. Children's behaviour is managed well as they learn to share and take turns while playing. The childminder gives children lots of praise for their efforts and achievements. This reinforces their good behaviour. They clearly enjoy each other's company and demonstrate a caring attitude towards the childminder and each other. Younger children give each other hugs and kisses without prompting just because they want to.

The learning environment is well organised, creating a welcoming, child-friendly space. This encourages children to lead and direct their own play and learning. Children use a good range of toys and resources that promote the areas of learning. However, there are limited resources available to help children become aware of the diverse nature of society in which they live. The resources are easily accessible which allows children to make choices about their play and explore independently.

Children benefit from regular, healthy food and drink. The childminder gives clear healthy eating messages at mealtimes to support their understanding of healthy eating. This is reinforced through activities, such as playing with pretend fruit, cutting vegetables and cooking activities. The childminder encourages the children to develop healthy lifestyles as they benefit from fresh air and exercise on a daily basis. There is plenty of opportunity for energetic play in the garden. The childminder successfully ensures children's safety, while not inhibiting their risk-taking. They learn about the rules that help to keep them safe, such as those relating to the home, garden and trips out. For example, they participate in regular emergency evacuation practices, know not to run behind the swing and discuss the green cross code when with the childminder on outings.

The childminder has identified the need to liaise with local pre-school and schools to aid

the transition from her setting to another. She meets with the teaching staff to discuss the children's personalities and capabilities. She intends to put together a summary sheet of the children's achievements to pass on to other settings that the children in her care may attend. This will mean the children's transitions will run smoothly and provide continuous care and learning when they move.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has effective systems in place to help safeguard children's welfare. For example, she conducts thorough risk assessments and keeps records of visitors, fire drill records and up-to-date policies and procedures. As a result, she promotes children's welfare effectively. The childminder has a good understanding of the correct safeguarding procedures to follow in the event of any concerns. For example, she knows who to contact to report any concerns to, which further promotes children's welfare and safety. The childminder implements clear policies and procedures that effectively help her promote the safeguarding and welfare requirements and support children's well-being. She has completed relevant safeguarding training and has a clear awareness of managing related issues. This all contributes to protecting children from harm and actively promoting their welfare. The childminder understands her responsibilities in meeting the learning and development requirements to support children's progress.

The childminder demonstrates a good commitment to maintain continuous improvements to the quality of her provision and personal development. She has completed an accurate self-evaluation form and has identified many aspects for improvement to her provision which will have a positive impact on the children in her care. For example, she intends to provide extra gardening equipment so the children can enjoy digging and exploring more in garden, to increase their understanding of the natural world. She has established close links with the local authority and welcomes guidance and recommendations, which she is proactive in addressing to improve the provision for children. The childminder continues to review the organisational aspects of her practice and addresses identified actions. For instance, she has updated her policies to meet the revised Early Years Foundation Stage framework. She is self-reflective of her practice and monitors children's achievements through her observations and evaluations of their play. This helps her to assess the effectiveness of activities offered and how children learn from them. Her plans for the future are well targeted to improve the provision for children. For example, she plans to improve the children's play space by having a conservatory built to provide a designated play room. She continues to attend childcare meetings to keep her knowledge updated and help improve her practice.

The childminder has established successful partnerships with parents with whom she is committed to developing trusting relationships. She provides parents with comprehensive information regarding her provision. She uses daily discussions, texting and home diaries to keep parents closely informed about what their children have been doing while in her

care. Parents' views are valued and respected to help shape the service the childminder provides so she can continue to give quality care to the children. The childminder is aware of the importance of working in partnership with other agencies and providers where necessary to support children's care and learning.

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	EY449472
Local authority	Derbyshire
Inspection number	880275
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
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

