

Inspection date	17/10/2014
Previous inspection date	11/02/2014

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		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 focusses on helping children to acquire communication and language skills and to develop some key aspects of their personal, social and emotional development.
- The childminder is sensitive to children's emotional needs and well-being. As a result of this, children form strong attachments with the childminder and each other and are confident in her care.
- The childminder has a clear understanding of the action to take in the event of a safeguarding concern about a child.

It is not yet good because

- The childminder does not share children's developmental progress with parents, in order to help them to guide their learning at home.
- The childminder does not reflect on the way children learn and fully understand the characteristics of effective teaching. Consequently, children are not provided with enough opportunities to explore and investigate through their play.
- Occasionally, the childminder does not ask questions that encourage children to give a variety of responses or extend their thinking. As a result of this, opportunities for children to develop thinking skills are sometimes missed.
- The childminder has not considered the hygiene implications of the location of the potty, to ensure that children's good health and independent hand washing is

facilitated.

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 talked with the childminder throughout the inspection and toured the premises.
- The inspector looked at children's records, the planning documentation and some policies and procedures.
- The inspector read a selection of parents' questionnaires.
- The inspector observed activities in the playroom and the interaction between the childminder and children.

Inspector

Lianne McElvaney

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 in a semi-detached house in a residential area in Nottinghamshire. Minded children mainly use the ground floor of the house, with access to the toilet, hand washing and sleeping facilities on the first floor. There is a rear garden, which is available for outdoor play. The premises are accessed by a number of steps and a pathway up to the front door. The childminder lives with her husband and adult child. The family has a dog, a cat and a rabbit. The childminder attends local parent and toddler groups. The childminder currently has three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, Monday to Friday from 7am to 6pm, except for 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:

- ensure that information about children's progress is shared with parents, in order to help them to guide their child's learning at home
- ensure that practice reflects the way children learn and provides more opportunities for them to play, explore and develop their thinking skills through activities and an environment, which stimulates their curiosity and thinking
- promote the good health of young children with specific regard to ensuring the hygienic use of the potty and independent hand washing facilities.

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

- offer children more frequent opportunities to extend their thinking skills and to give a variety of responses by, for example, asking stimulating questions.

Inspection judgements

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

The childminder demonstrates some knowledge and understanding of the Early Years Foundation Stage. She plans activities across all the areas of learning. The childminder has a clear focus on helping children to acquire communication and language skills. She

models language for children, rephrasing what they say and introducing new vocabulary. However, the childminder does not fully consider the different ways that children learn. As a result of this, teaching is not yet consistently good. The childminder does not always plan activities and provision, which stimulates children's curiosity and thinking. For example, the childminder does not always give children opportunities to think through a variety of responses. Some of the questions that she asks only require children to give a single word answer. This limits the opportunities for children to consider a variety of possibilities and extend their thinking.

Development records are now in place for all children, who attend. The childminder observes children's play and creates appropriate next steps for their learning. However, she does not fully share what she finds out about their learning and development with parents. This means that children's learning is not consistently addressed as parents are not guided to activities they could provide at home to further support learning. The childminder makes some observations that informs her knowledge of what children enjoy. For example, children enjoy painting and mixing colours. They explore as they combine different coloured paints together. She gives children praise and encouragement. As a result of this, children are confident and they are, to some extent, developing the skills that they need for the next stage in their learning. The childminder is aware of the progress check for children aged between two and three years.

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

Children are happy and settle well as the childminder provides a warm and welcoming environment. Good settling-in procedures help children make secure attachments with the childminder. This good emotional support helps children to engage in their learning. Positive relationships with parents build up through effective settling-in procedures where she discusses the children's individual care routines that support their needs. The childminder demonstrates a clear understanding of the need to record any accidents or injuries and for the administration of medicine. She has systems in place for communicating with parents regarding accidents, injuries and medication, to safeguard children, who attend.

The childminder ensures that the environment is safe and secure for children to play freely. She undertakes risk assessments as well as carrying out daily checks of the environment. Safety measures, such as stair gates, are provided, ensuring that children do not have access to areas that may present a hazard, for example, the stairs. However, the childminder has not fully considered the location of potties for toilet training to ensure they are used hygienically and after use the contents are disposed of in a sanitary fashion. The environment does not facilitate children's learning to independently wash their own hands to ensure they are practising healthy life style skills. This means that children's health is not always actively promoted. The childminder promotes healthy eating and encourages children to eat fresh fruit and vegetables daily. Children are encouraged with their feeding skills and younger children competently hold their own bottle to drink from.

Children develop an understanding of their own safety as the childminder explains why it is unsafe to climb on the toys and the consequence of this. She also talks to children

about road safety when they are out and about. The childminder uses consistent boundaries to manage children's behaviour. She leads by example by speaking calmly and kindly to children and encouraging this in their interactions with each other. There is a focus on praising children for behaving well and in celebrating their achievements, which results in children feeling valued and respected. The childminder provides an environment with a range of age-appropriate resources, which children are able to access independently. This includes resources that reflect on today's diverse society, which the childminder uses to help children understand more about the world they live in. Children become familiar with their local community with daily walks and trips to the local nursery and schools. These trips help to prepare children for their move to other settings and to school as they familiarise themselves with routines and places.

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

Since the last inspection by Ofsted, when the childminder received a number of actions to improve and two subsequent monitoring visits, the childminder has made some progress in addressing the weaknesses raised. The childminder generally has a suitable knowledge and understanding of the Early Years Foundation Stage. However, her knowledge of the learning and development requirements is not fully secure. For example, her understanding of the characteristics of effective learning is not secure enough to enable her to challenge children's learning. Consequently, children are not making the best progress in all areas of learning. The childminder acknowledges the areas she needs to develop and is receiving support from the local authority to improve her provision.

Children are safeguarded appropriately. The childminder has all of the relevant documentation in place to ensure that children are kept safe and secure. This includes medicine and accident forms, which are appropriately completed. She has completed training in child protection and first aid. The childminder is aware of the signs to alert her to any child protection concerns and to whom these should be reported. She also knows what action to take in the event of children becoming injured or ill. Children's safety is appropriately promoted by the childminder. She has carried out risk assessments for her premises and for outings. The childminder understands the need to supervise children in her care at all times, in order to keep them safe from harm.

Most of the recommendations from the last inspection have been addressed. This means that children get a generally suitable service that enables them to achieve appropriately in their development. The childminder makes appropriate changes when identified, for example, developing the range of resources reflecting diversity to support all children's needs. The childminder has developed positive relationships with parents, but further information sharing needs to be developed to ensure children's learning is consistently supported. Parents receive daily feedback about their children's care needs and what they have enjoyed during their day. The childminder has a parents' notice board to share relevant information about insurance details and health and safety. Also, she provides parents with information about her service and her policies on admission. The childminder understands the importance of sharing information between providers when children attend more than one setting and has links with the local school. She understands her role

in carrying out the progress check for children between the ages of two and three years of age and where to obtain additional support for them, if needed. The childminder accesses training through the local authority and support through their improvement service, demonstrating her willingness to improve her practice for the children she cares for.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

Met

To meet the requirements of the Childcare Register the provider must:

- ensure that toilet and hand washing facilities are suitable for the use of children (compulsory part of the Childcare Register).

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	EY449607
Local authority	Nottinghamshire
Inspection number	991168
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	11/02/2014
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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