

Inspection date

Previous inspection date

19/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 is satisfactory

- Children feel comfortable and secure with the childminder who provides a relaxed and calm environment where children enjoy making decisions about their play. They have a warm rapport with the childminder who is responsive to their needs.
- The childminder has a sound understanding of how to promote the health and safety of the children in her care. She has complete risk assessments for her home and outings she does with the children.
- The childminder works suitably with parents to ensure there is a two-way flow of information and continuity of care.

It is not yet good because

- The childminder does not fully analyse the information gained through her observations of the children at play to extend their current stage of learning. Consequently, this information is not fully incorporated into planning activities to help children make good progress.
- There is scope to further develop partnerships with other providers to share relevant information to support children's learning and development.
- There is not yet a wide range of opportunities for children to further develop positive attitudes and challenge negative attitudes and stereotypes through the use of appropriate toys and resources that reflect the diversity of the wider world.

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 inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.

Inspector

Sue Riley

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 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 steps and a pathway. The childminder lives with her husband and adult son. The family has a dog and two cats.

The childminder collects children from nursery. She attends a childminder group and local parent and toddler groups. The childminder currently has three children on roll. All are in the early years age group and attend for a variety of sessions. She is open all year round, Monday to Friday from 7am to 6pm, except for family holidays. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop assessment and planning to shape learning experiences for each individual child, reflecting on observations and linking them to children's development.

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

- enhance arrangements for sharing information and further develop partnership working with other provisions that children attend, in order to further support children's learning and development
- increase resources that reflect today's diverse society to help children gain a better understanding of the wider world.

Inspection judgements

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

Children are secure and move freely between the activities that are offered to them. The childminder has a satisfactory understanding of the learning and development requirements and of the seven areas of learning. She demonstrates an acceptable understanding of the 'Development Matters in the Early Years Foundation Stage' guidance to ensure children make satisfactory progress. The childminder is aware of the children and what they can do and like doing. She is starting to carry out basic observations of children at play and keeps brief records of their achievements. She makes a rudimentary analysis of her observations and intuitively plans for the next stages of the children's education. Consequently, plans do not fully identify the next steps in children's development in order to be fully effective in moving them on in their learning. The childminder acknowledges the children's interests and their preferred play materials. This provides an adequate range of activities. She has an awareness of how to carry out the Early Years Foundation Stage progress check at age two. She understands how to involve

parents in the process, so that they can share what they know about children's learning. The childminder's planning is very flexible she plans her days with children around their interests and from the parent's requests. However, the childminder does not plan activities that link to the prime and specific areas of learning or build on children's individual learning needs. As a result, children are not developing all of the skills they need to effectively prepare them for the next stage in their learning.

Children are settled, animated and happy. Younger children are confident to go and play with the toys and activities, but use the childminder as a secure base in which to return to. The children get excited when the music plays and they move their bodies in response to the music. Younger children play cooperatively with the childminder as she rolls the ball over to them and encourages them to roll the ball back to her. They are caring as they play with the dolls and pretend to take them for a walk in the pushchair. Children enjoy playing with the interactive toys and pressing the buttons and waiting for the response. They concentrate well as they complete the jigsaw puzzles and respond well as the childminder praises them for their achievement. Younger children begin to explore new vocabulary because the childminder talks with them consistently about what they are doing and encourages them to respond to her. They begin to babble and say clear single words, as they play, showing a developing skill in communication and language. Younger children put their play phone up to their ear and pretend to have a conversation with their mummy. Parents comment on how well their child's speech is coming on. Children explore early technology and press buttons to make sounds and figures move. The childminder allows the younger children to take some responsibility for their own things. For example, she asks them where their cups are and they eagerly find them for themselves. This raises their confidence as they do things for themselves.

The childminder attends social groups with the children to help develop their social skills. Children's learning about the wider world is limited as the childminder does not have many resources that reflect today's society for them to see, play with and use. This means that they are not being fully supported to develop positive attitudes towards others. Younger children are confident with walking and moving around the home. They are beginning to develop their own tastes in food as they sort through the serving of mixed fresh fruit for their snack. The childminder works well with parents to help children to settle. She encourages parents to share what they know about their children and keeps them informed of their children's progress. For example, she gathers meaningful information during her initial discussions when the child first starts and then through regular daily communication.

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

Children demonstrate that they feel secure and form suitable emotional attachments with the childminder. They benefit from regular visits to toddler groups and other social activities that enable them to develop confidence in new experiences. Children enjoy cuddles as they sit close by her. The childminder responds to children's comments enthusiastically and is genuinely interested in what they do and say, which raises their confidence and promotes their self-esteem well.

The childminder works with parents to meet all dietary needs and ensure that all children are nourished. She provides home-cooked meals and healthy snacks. Children help themselves to a drink as they become thirsty, which ensures that they stay hydrated. The childminder helps children to develop sound health routines and praises them for all their achievements. For example, children cooperate with nappy changing routines and have their hands and faces wiped appropriately. Children have opportunities to explore the community around them, develop their physical skills and get fresh air. They visit the local parks and indoor play centres to enable them to use the challenging play equipment and begin to have an understanding of risks and how to manage them.

New children settle well because the childminder uses a thorough introduction for every new child and family. She visits the child in their own home to allow the child to get to know her in their environment. She also invites parents to bring children to visit several times and gradually extends their time with her. She liaises with parents to establish children's care routine from home. This supports consistent care between her and the families. The childminder completes risk assessments and this minimises hazards to children to promote their well-being. Children develop an understanding of their own safety because the childminder makes sure that daily opportunities are included to learn about safety. Emergency evacuation is planned and shows a proactive approach towards helping children to understand safety.

The childminder offers resources and activities to children that are selected to meet their development and interest. They are of a suitable quality and there is a satisfactory range. The childminder appropriately manages children's behaviour according to their level of understanding. Children's behaviour is good and they are confident.

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

The childminder has a satisfactory knowledge of her role in meeting the learning, development and welfare requirements of the Statutory Framework of the Early Years Foundation Stage. She works closely with her buddy childminder to help her keep up-to-date with changes in practice. This ensures that children's care is consistent and they understand the boundaries, which helps to keep them safe. She has a positive attitude to equal opportunities and welcomes all children and families into the home.

The childminder ensures that appropriate procedures, as required by the safeguarding and welfare requirements of the Statutory Framework of the Early Years Foundation Stage, are in place. She demonstrates a satisfactory understanding of her role and responsibilities with regards to safeguarding and promoting children's welfare. She knows the procedures to follow if she has any concerns about a child. Parents are provided with copies of safeguarding procedures to ensure that they understand them. The childminder ensures that children's welfare is assured. She uses a range of written policies, including accidents, medication, and health and safety, to ensure that there is a clear professional agreement with parents. She conducts regular risk assessments indoors and prior to going on outings to adequately minimise the hazards to children's safety. Children are secure in the home,

enjoy their play and learning and are confident. Consequently, children have a positive experience that forms a base for continued development.

The childminder has access to a range of training courses to improve her knowledge and understanding of being a childminder. She has identified what further training she wishes to do to further her own development in caring for children. She speaks with parents and has established a warm relationship with regard to children's care, learning and development. Parents regularly share what they know about their children as they discuss this on a daily basis with the childminder. They also use the daily diary as a form of communication. Parents can also record their comments in their child's learning journey. The childminder has not yet built up a working partnership with the other providers that the children attend. This means that children's overall learning and development is not always effective as relevant information is not shared to promote continuity and consistency of approach. The childminder has started to carry out self-evaluation to identify the quality and impact of the provision in supporting children's learning and development.

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	EY449607
Local authority	Nottinghamshire
Inspection number	881647
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	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

