

Inspection date

Previous inspection date

02/04/2013

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

- Through robust assessment, the childminder has a secure understanding of children's individual stages of development, and plans interesting and challenging activities to support their progress across all areas of their learning.
- Children have developed warm relationships with the childminder and her family. This gives them the confidence to express their needs and wishes.
- Children who speak English as an additional language are well supported to use their own language in their play and learning and to develop their use of English. This ensures that every child makes good progress.
- The childminder's robust self-evaluation and commitment to extending her knowledge through training, enables her to clearly identify areas of her provision she feels could improve.

It is not yet outstanding because

- Opportunities to support all aspects of children's learning outdoors are not yet fully embedded.

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 and children at regular intervals throughout the inspection and made observations of the children present in the main indoor ground floor play areas and the garden.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's attendance at required training and a selection of policies and children's records.
- The inspector took account of the views of parents and carers from feedback forms.

Inspector

Janice Walker

Full Report

Information about the setting

The childminder was registered in 2012 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family including her two children aged 12 and 10 years in Arnold, Nottinghamshire. The whole of the home is used for childminding and there is an enclosed garden available for outside play. There are toilet facilities on each level. The home is accessed by a few steps from the pavement. The family has a cat and a hamster.

There are currently two children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The provision operates all year round from 7am to 9pm, Monday to Friday, including bank holidays, closing only for family holidays. The childminder supports children who speak English as an additional language. She also offers care overnight, including weekends.

What the setting needs to do to improve further

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

- increase opportunities for children to make marks and to observe things more closely when outdoors, for example by providing resources, such as chalks, water, paint and magnifiers.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage. She engages in detailed discussion with parents at the outset regarding children's capabilities and interests. This information is recorded and used to identify their next steps in learning. The childminder then meticulously plans activities which cover all areas of learning and which provide an appropriate level of challenge to support children's continued progress. She has a clear understanding of her responsibilities relating to the progress check at age two and systems are in place ready for her to undertake these when needed. The childminder is making good use of relevant documentation, along with information gained from her training, to inform her practice. She provides children with a varied and interesting range of activities throughout the time they are with her. The good progress they make helps to ensure that they will be ready for school when they reach school age. The childminder makes time to talk to parents each day. All written information, including photographs, children's learning journeys and information about planned activities, is shared. This helps to ensure that parents are fully included in their children's learning experiences.

Children thoroughly enjoy planned activities, such as baking bread. They weigh and measure, supporting their understanding of mathematical concepts, and learn how the ingredients change as they mix them together. They practise their coordination as they knead, mould and cut their dough into their chosen design. The childminder supports the activity well. She encourages them to talk about what they are doing, to recall the method and to create their own designs. The childminder gives high priority to supporting children who speak English as an additional language. She provides resources, such as dual language books, displays words in children's first language and uses descriptive graphic signs. She has learned some basic words and encourages children to teach her more, reinforcing to children that each of them is valued. She supports their skills in learning English very well, following their lead to talk about what they are interested in and introducing new words linked to their actions.

The childminder effectively supports children to follow their interests. For example, she notices a child playing with the water while washing his hands, so swiftly organises a water play activity. She uses her secure knowledge of his level of ability to ensure that the activity provides appropriate challenges and he explores weight and measure, and floating and sinking, whilst enjoying the sensory experience of playing in the water. The childminder makes good use of the garden for children to enjoy active physical play. They move freely between indoors and outdoors and there is a good range of equipment to encourage them to climb, balance and move in different ways. The vegetable plot provides good opportunities for children to learn about food sourcing. However, opportunities for learning in the outdoor area are not maximised. This is because equipment, such as chinks, water and paints to make marks, and resources to observe things closely, including magnifiers, are not routinely provided. Consequently, when outdoors, children have less opportunity to practise their manipulative skills and to observe the things they see more closely.

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

Children are happy and eager to play. The childminder spends time talking to parents before children begin attending in order to ensure that she is aware of their routines and preferences so that she can support them to settle into her care. She creates a warm, friendly atmosphere within her home and children attending are fully included in her family life. They have established firm friendships within the family and show very high levels of confidence. For example, they move around their play areas with assurance and confidently state their needs and wishes relating to meals and activities. Children behave well. The childminder sets clear boundaries so children know what is expected of them. They are kind and considerate to each other and share resources well. The childminder is a good role model and children are consequently polite and well-mannered as they copy her behaviour. These skills support children, when the time comes, in making the transition to school.

The childminder promotes children's good health by ensuring they spend time outdoors for fresh air and physical activity. In poorer weather, she organises trips to the soft play centre so that they still have opportunities for active, physical play. She provides children

with healthy balanced meals which encourages a positive attitude to healthy eating. Meal times are enjoyable social occasions and children develop good self-care because the childminder encourages them to undertake tasks for themselves. They cut their own bread and sandwich fillings and make their own sandwiches. This is enhanced through daily routines when children undertake hand washing independently and attempt to put on and remove their outdoor clothing when moving between indoor and outdoor areas. The childminder gives high regard to children's safety. She ensures the environment is safe prior to their arrival and undertakes risk assessments prior to any outings. She teaches children about keeping themselves safe. For example, they learn to use tools, such as knives, correctly and follow safe procedures when using public transport.

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

The childminder has devised and implements a purposeful range of policies and procedures which help to ensure that she effectively promotes children's safety and welfare. She has reviewed her safeguarding policy following her attendance at recent training and information from the updated Local Safeguarding Children Board. She demonstrates a clear understanding of her responsibilities which helps to protect children from harm. Children's safety is promoted further because the childminder ensures that the environment is safe and secure when children are present and undertakes risk assessments prior to excursions outside of the home.

The childminder has a good knowledge of the learning and development requirements. She constantly reflects upon her practice alongside the progress that children are making and responds to any areas identified for further development. As a result, experiences for children are positive. The childminder is a newly registered provider and demonstrates a high commitment to the continual improvement of her provision. She has established a secure network to ensure she shares good practice and keeps abreast of legislative changes. She is currently working towards a recognised childcare qualification and is making very good use of her learning and research to influence the quality of her provision. She has a secure awareness of strengths and areas where improvements can be made and has a clear action plan in place to address these. Parents' and children's views are valued. They regularly contribute to the self-evaluation process through regular discussions along with more formal questionnaires. Children complete a 'twenty questions' questionnaire which seeks their views about all aspects of the childminding provision. The childminder swiftly responds to ideas and suggestions, for example for additional specific toys or activities.

The childminder establishes positive and supportive relationships with parents. At the outset of new children starting, she shares her policies and information about how she delivers the learning and development requirements with parents. This ensures that they understand her responsibilities and how she operates. Daily exchanges of information ensure that parents are kept informed about their children's activities and achievements. Parents highly rate the service she provides; they praise how happy and settled their children are and how much they look forward to attending. The childminder seeks information from parents relating to children's experiences in other settings that they also

attend alongside her own. She then plans and provides activities to enhance these. This helps to ensure that there is consistency and continuity in children's care, learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 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 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	EY449963
Local authority	Nottinghamshire
Inspection number	886950
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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