

Inspection date

Previous inspection date

04/03/2013

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 and settled, they are building strong attachments and bonds, which promotes their well-being and self-esteem.
- Children are stimulated and keen to learn in this inclusive and welcoming indoor environment. Consequently, they have lots of fun and show high levels of curiosity and imagination.
- Partnerships with parents are strong. As a results, all children and their families are included in the setting and children's skills and achievements are recognised and valued.
- The childminder understands how children learn and develop. She supports all children to make good individual progress through child-initiated and structured activities. The accessible indoor resources are provided to meet individual children's interests and keep them motivated to learn.

It is not yet outstanding because

- There is scope to increase the resources and enhance learning experiences outside to offer children more choice in how they extend their ideas and play.

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 observed activities in the dining room, lounge and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- 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.
- The inspector took account of parents views through the childminder's parent questionnaires.

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 detached house in Carlton, a residential area in Nottinghamshire, and uses the whole house and enclosed rear garden for childminding. She lives with her husband, her adult stepson and her four-year-old daughter. The childminder attends the local parent and toddler group and local childminding support group. She holds a recognised early years qualification. The childminder visits the local shops and parks on a regular basis. She collects children from local school.

The childminder currently has five children on roll. Four are in the early years age group who attend for a variety of sessions. Three are school-age children who attend after school and during the school holidays. She is open all year round, Monday to Friday from 8am until 5.30pm, except for family holidays and all main bank holidays. The childminder 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:

- strengthen children's outdoor learning experiences by providing a stimulating range of resources and activities which are accessible and open-ended to allow children to further explore, build, move and role play.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage, and therefore, promotes children's learning and development well. Effective planning and good organisation ensures that every child is challenged by the learning experiences provided. The childminder observes children during activities and makes sound assessments of their abilities. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. They make good progress in their learning and development and are well-prepared for their next stage in learning. The childminder demonstrates a good understanding of how to engage children and capture their interests. This results in children being enthusiastic learners and concentrating for long periods of time at their chosen activities. Children make lots of decisions in their play and confidently access a wide range of interesting resources stored in all the play areas, especially in the conservatory. They show a particular interest for role playing as they act out caring for the

dolls and taking them for walks. Children enjoy stories and books with the childminder. They cuddle up and listen very well. 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. This enhances their early communication and language skills.

Independence is promoted very well, for example, children pour their own water to drink during lunch. They butter their own toast for their lunch and eagerly tuck into their scrambled egg on toast. Children are confident to ask for more. They respond to music as they start dancing around the room. When playing outdoors, younger children balance well as they use the wheeled toys. They eagerly join in with the planting activity, filling the pots with compost, planting the seeds and watering them. When playing with the pull-along train, children learn about shapes and size as they place the blocks and spheres onto the train. Children enjoy the interactive farm as they listen to the different animal sounds as they press the different buttons or open the doors. The childminder demonstrates a good awareness of the progress check at age two. She understands how to involve parents in the process, so that they can share what they know about their child's learning.

Children benefit from receiving lots of praise and encouragement, and as a result, they remain engrossed and involved. They display very good concentration levels for their age, as they draw their pictures and stick sequins on to their drawing. Children are very proud of their artwork and their faces light up as they are praised for their effort. Younger children are very pleased with themselves as they put their own coats on. The childminder demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. She observes children's learning and records her findings in their 'special books'. She successfully uses the information to identify children's learning priorities and makes plans to ensure children make as much progress as they can towards all the early learning goals. The childminder works well with parents to help children to settle. She encourages parents to share what they know about their child and keeps them very well informed of their child's progress, through the children's special books and the take home books. The indoor environment is very stimulating and enables children to follow their own interests. However, the outdoor area is not currently used to best effect to support all areas of learning or to inspire children to want to explore and have their own ideas about ways to do things. This means that children's learning outdoors is not always fully maximised.

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

Children display a sense of belonging and develop close attachments to the childminder. Children and their families are warmly welcomed by the childminder and benefit from a gradual settling into the setting. This ensures children develop their confidence and feel safe and secure in the childminder's care. The childminder recognises and praises effort as well as achievement, enabling each child to develop a positive sense of identity. The older children have devised their own house rules, in which they have signed to state they agree to them. These are displayed for all children to take ownership of them. This

promotes children's good self-esteem. Children demonstrate friendly behaviour and are encouraged to use their manners. They have numerous opportunities to learn about other cultures and beliefs as the childminder provides a range of activities and experiences. For example, for Chinese New Year the childminder took the children to Nottingham on the bus and they visited a Chinese restaurant for a meal. Children also have opportunities to play with appropriate toys to help them understand about different cultures. This helps children learn to value and respect others and to challenge inappropriate attitudes and practices.

The childminder works with parents to meet all dietary needs and ensures that all children are well nourished. Children freely help themselves to their drinks, to prevent them getting dehydrated. This successfully promotes their independence. Children demonstrate a good understanding of healthy lifestyles. They wash their hands appropriately and use their own towels to prevent the risk of cross infection. Children display a positive attitude towards eating healthily. They help the childminder prepare their lunch and make healthy choices for their snacks. Children are active and enjoy fresh air and exercise within the local community on a daily basis. For instance, they walk to and from school and enjoy going to the shops to buy items from their shopping lists. They also visit the local parks for more physical challenge.

Children develop an understanding of their own safety because the childminder makes sure that daily opportunities are included to learn about safety. For example, when playing outdoors on the wheeled toys the childminder pretends to be the traffic lights so that younger children begin to learn that they have to stop when the light is red. They also benefit from regularly practising the emergency evacuation procedure when in the setting.

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

The childminder fulfils her responsibilities in meeting all the safeguarding and welfare and learning and development requirements well. She demonstrates a good understanding of safeguarding issues and knows the action to take if concerned about a child's safety and welfare. She updates her knowledge in this area by attending regular training. The childminder ensures parents are aware of the policies and procedures which support her practice. Children benefit from accessing a safe and secure environment. The childminder ensures all areas are well-organised and all hazards are identified and minimised successfully.

The childminder demonstrates a positive approach to improving her professional development in order to enhance the learning, development and care of the children in her setting. She is currently working towards an Early Years degree. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. The childminder has sought the views of children through sensitive questioning to help her assess the provision she provides for the children. She monitors children's progress well to ensure they are developing in line with the development milestones appropriate for their age.

Relationships with parents and other providers, such as teachers, are well-established. This ensures all adults have a shared and agreed view of children's individual needs and ensures the progression of children's learning. For instance, parents inform the childminder of their children's needs at the beginning of the placement and regularly discuss their children's learning priorities identified at home and within the setting. Parents share their views in writing with the childminder through questionnaires. They comment on how their children enjoy the company of the childminder and how they are made to feel welcome. They say they benefit from the flexibility the childminder shows towards them and how she responds to their family's individual needs.

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	EY451607
Local authority	Nottinghamshire
Inspection number	882709
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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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