

Inspection date

Previous inspection date

05/06/2014

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

- Teaching is good because the childminder effectively observes and assesses children's stages in development. She uses the information to plan a good range of activities and, as a result, children are making good progress given their starting points.
- The childminder is very well organised and is reflective about her practice. She demonstrates a strong desire to learn and continually update her knowledge and skills in all areas relating to the care and learning of children.
- Relationships and attachments between the childminder and children are good. This means that children are happy, feel safe and are secure in the childminder's care.
- The childminder builds strong relationships with parents from the start, enabling them to work in partnership to support children's well-being. Therefore, children settle quickly into her care and form secure attachments.

It is not yet outstanding because

- The outdoor environment is not always utilised to fully support children's learning through the use of a wide range of resources and experiences.
- There is scope to further develop the good partnership with parents to ensure that information is shared to enable parents to support their children's learning more effectively at home.

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 downstairs play areas.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability of all household members over 16 years and checked the qualifications of the childminder.
- The inspector took account of the views of parents via written comments to the childminder.

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 house in Arnold, Nottingham and uses the whole of the downstairs area and enclosed rear garden for childminding. The childminder lives with two children aged six and five years. The family has a cat. The childminder attends the local parent and toddler group and activities that are held at the local library. She takes and collects children from local schools and nurseries. The childminder currently has six children on roll, of whom, four are in the early years age group who attend for a variety of sessions. The provision operates from Monday to Friday, all year round, except for family holidays and all main bank holidays.

What the setting needs to do to improve further

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

- enhance the outdoor provision by providing a stimulating range of resources and experiences, which are accessible and open-ended, to allow children to further explore, build, move and role play
- improve the sharing of information with parents, so that they are provided with support as to how they can complement at home, the children's learning that takes place with the childminder.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Children enjoy the time they spend with the childminder. She offers a warm and welcoming environment in which children can learn and play. This helps them to feel valued, safe and happy and empowers children to make their own decisions. This results in children being enthusiastic learners, concentrating for age-appropriate periods of time at their chosen activities. The indoor environment is stimulating and enables children to follow their own interests. However, the outdoor play area for children currently does not provide extensive opportunities to cover all areas of development in an inspiring environment. This means that some children's learning outdoors is not always maximised to continually allow them play and explore for themselves. The childminder demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. She provides a well-organised, child-accessible, stimulating and inviting indoor learning environment. This helps children to acquire the skills and dispositions required for the next stage in their learning and means that they are well prepared for starting school.

Teaching is effective and children are making good progress given their starting points. Children begin to explore and extend their vocabulary because the childminder talks with them consistently about what they are doing and encourages them to respond. For example, when the younger children babble, the childminder acknowledges this and responds to them. This supports the younger children in understanding early conversations. Older children demonstrate friendly behaviour, as they initiate conversations and form good relationships with familiar and unfamiliar adults. For example, they confidently talk to and interact with the inspector. The younger children sit with the childminder and roll the plastic bottles to each other. This helps the younger children social skills as well as their physical skills. Older children are confident to suggest songs to sing with the childminder and the younger children join in with parts they recognise. For example, they clap their hands together at appropriate times. Children enjoy stories being read to them and they cuddle up in the tent all together with the childminder. They recognise the animals in the book and eagerly name them and make the animal sounds. The childminder gently supports children as needed but is aware of when to stand back and allow them to problem solve for themselves. For example, she gives suggestions of how older children can release the cars on the garage ramp, but allows the child to do this for themselves. This allows children to gain a real sense of achievement. Children are very aware of the routines that the childminder has in place and their independence is promoted very well. For example, the older children attend to their own hygiene routines and needs.

The childminder gathers a range of information from parents about their child's interests and abilities before they begin to attend. Alongside the childminder's own initial observations, this shared approach helps to identify children's starting points. The childminder observes children during activities and make sound assessments of their abilities. The childminder monitors children's development and progress. Parents can access their own child's records. However, opportunities are missed for children to consolidate their learning at home as information is not being shared effectively between the childminder and parents about how they can extend their child's learning at home. 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. The childminder has a good understanding of her responsibility to carry out progress checks for children aged between two and three years.

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

The childminder has strong and positive attachments with children. She fosters these well because she has good arrangements in place for helping children to settle. For example, when children first start, she gradually builds up the length of time they are in her care. The childminder encourages children to be kind to one another. She clearly explains to the older children to play well with the younger ones. The childminder praises children's efforts and achievements regularly, which helps to boost their self-esteem and confidence. Young children when tired go to the childminder and she cuddles them and they fall asleep in her arms while having their bottle. The childminder ensures she spends time with all children, so that they feel special and valued, which results in them having a

positive self-image. Children demonstrate that they feel secure and form good emotional attachments with the childminder.

The childminder has a positive attitude to equal opportunities and welcomes all children and families into the home. Children have opportunities to learn about other cultures and beliefs as the childminder provides a range of resources to reflect today's diverse society. She plans activities and experiences for children to learn about different cultures and their celebrations or special festivals. This helps to enhance children's learning, in order for them to value and respect others and to challenge inappropriate attitudes and practices. Children have opportunities to explore the community around them, as they go out and about to different local places. They benefit from visits to different groups, which enable them to develop confidence in new experiences and to help them socialise. Children learn about keeping safe as they take part in regular fire evacuation drills. Indoors, children have access to a wide range of stimulating resources, which are age- and stage-appropriate and support their independence as they make choices about their play.

The childminder promotes children's health well. She works with parents to meet all dietary needs and ensure that all children are nourished. They provide healthy snacks and home-cooked nutritious meals. Older children eagerly eat their meals. Currently, parents of the younger children provide their own food. The older children help themselves to a drink when they become thirsty. For the younger children, the childminder regularly offers a drink. Through daily routines, such as hand washing, the children develop their self-care skills as well as learning about the importance of good hygiene practices. The childminder ensures that she is fully aware of their preferences and usual routines and incorporates these into her daily care. For example, individual sleep routines are followed. The childminder gathers detailed information about children's health, development and care needs prior to them attending. Therefore, the transition from home into the setting is managed well and children settle quickly. In addition, children accompany older children to school, which helps to familiarise them with other settings. This means that they are well prepared for the next stage in their learning, such as starting primary school or nursery.

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

The childminder has a secure understanding of her responsibilities to fulfil the requirement of the Early Years Foundation Stage. She has a good knowledge of child protection issues and has accessed appropriate training. This ensures that she is aware of potential signs of abuse and neglect and has a secure understanding of her responsibility regarding protecting children from harm. For example, she knows what she must do if she has any concerns and which agencies she must inform. Risk assessments are conducted thoroughly, so children play in a safe and secure environment. The childminder has effective emergency procedures in place. This offers parents reassurance that their children are safe. The childminder successfully evaluates her provision to ensure she meets all the legal requirements. She is fully aware of when to inform Ofsted of any changes to her provision or herself that would impact on the care of the children. For example, she informed Ofsted when she changed the venue of where care was offered.

The childminder organises her documentation well. She demonstrates a positive approach to improving her professional development, in order to enhance the learning, development and care of the children in the setting. The childminder regularly attends training events to expand and enhance her knowledge and experience. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. Through parental written feedback and discussions with the parents and children, the childminder is positively striving towards involving others in her self-evaluation process. She has a positive and strong commitment towards monitoring and evaluating her service. The childminder regularly reviews and monitors children's progress records and planning documents to ensure they offer a broad range of activities across all areas of learning.

The childminder's relationship with parents is good. Parents are provided with a wealth of information about the childminder and her provision. They are given an information pack to read when they start. Parents are given regular information about how their child is progressing, although, less information about how to extend their learning. The childminder also works in partnership with other providers of the Early Years Foundation Stage that children attend. These are well established, which means that all providers are working together to meet the care, well-being and learning development of the children. Parents speak very positively about the childminder. They state that the childminder is great with the children and they settle very quickly. Parents' comment that the childminder follows the children's individual routines and that she is very professional, caring, supportive and is excellent with the children. They state that the children have fun and always come home happy and safe. All parents state that they would highly recommend the childminder to other parents.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY451990
Local authority	Nottinghamshire
Inspection number	908315
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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