

## Inspection date

Previous inspection date

07/05/2013

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 keen to explore because the childminder provides a stimulating, well organised indoor and outdoor environment where resources are attractively presented and easily accessible.
- Strong partnerships with parents and pre-schools support continuity of care to help support children's readiness for school.
- Children form strong bonds with the childminder and other children, which promotes their sense of belonging and self-esteem.

### It is not yet outstanding because

- There are fewer resources accessible in the main playroom to support younger children to develop their increasingly good skills to stand and walk.

## 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 took account of the views of parents as discussed with the childminder.
- The inspector spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector sampled a selection of documentation, including the childminder's self-evaluation document, children's learning journeys, planning documentation, written policies and children's records.

## Inspector

Tina Garner

## 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 with her husband and six year old daughter in a house in the Nottingham area and uses the whole of the ground floor and access to the first floor for childminding. There is an enclosed garden for outdoor play.

The childminder attends a toddler group and visits the local shops and park on a regular basis. There are currently eight children on roll, two of whom are in the early years age group and attend for a variety of sessions throughout the week. She is open weekdays from 7.30am to 6.00pm, from Monday to Thursday.

### What the setting needs to do to improve further

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

- review the way low-level equipment and push along toys are safely used so that babies can pull themselves to standing and further develop their walking skills.

## Inspection judgements

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

Children learn through play and exploration. The childminder spends a lot of time sitting on the floor so she can maintain good eye contact and interact with young children at their level. She provides children with a varied range of sensory play experiences and gives good quality support. For instance, young children watch with interest as toys are hidden and persevere to discover which cone they are hidden under. They sit quietly as the childminder blows bubbles and enjoy reaching for these as they float past, becoming fascinated as they pop and disappear. They explore colour and texture as they investigate the content of treasure boxes, which contain a varied range of materials, resources and sensory experiences. Children become engrossed as they lift flaps on battery operated toys and enjoy pressing buttons to produce a sound. This helps to develop their interest and understanding in simple technology and explore the concept of cause and effect. The childminder recognises when it is better to step back and allow children to explore independently. She follows behind as younger children crawl, allowing them to investigate their surroundings. Well-planned areas support these skills as space has been created to enable them to move freely. However, the provision of more low-level equipment is sometimes not well organised so that babies can safely pull themselves to standing and side step while holding on to furniture.

The childminder supports children's listening skills by singing along to rhymes and encouraging children to join in action songs. They have access to a wide range of books, which they enjoy looking at with the childminder. This is extended further because the childminder takes them on visits to the local library to borrow additional books. This enhances children's early literacy skills and provides them with opportunities to see pictures and learn about the wider world. The childminder encourages children's communication skills through effective interaction. She talks to children, commenting on what they are doing and asks questions to encourage their thinking and exploration. The childminder speaks clearly which encourages younger children to copy words that are new. This demonstrates that children are well supported in their language development and are gaining the necessary skills to prepare them for their next stage of learning. The childminder takes children to different community groups to broaden their experiences in the social world. This provides opportunities for them to begin to build social interaction with children outside the home.

The childminder talks to parents about children's normal routines, their likes and dislikes and what they know and can do. This contributes to continuity of children's care and means that the childminder can pitch activities at the correct level. She monitors children's achievements and progress through observational assessment and shares this information with parents. Parents look at their child's learning journal and are encouraged to add their thoughts about their child's learning. The childminder gives consideration to what she feels are the next steps in children's learning and shares these thoughts with parents. This ensures a fully coherent approach to working in partnership to support children's learning.

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

Children have good relationships with the childminder and are happy in her care. They look to her for reassurance when they see unfamiliar faces and settle happily for a cuddle, showing they feel safe in her arms. The childminder takes time to get to know individual children and their family before children are left with her. Children, therefore, settle quickly as they are familiar with her company.

The childminder provides a, mostly, well equipped, colourful and welcoming environment, where children move confidently and safely around their surroundings. She supervises children closely and sets clear boundaries to keep them safe. Children's achievements and efforts are regularly praised and encouraged. This further enhances their positive behaviour and helps to promote children's self-esteem and confidence.

Children confidently use a good range of indoor equipment and frequently play outside to enhance their learning and broaden their experiences. The childminder regularly practises emergency evacuation drills with the children to promote their understanding of keeping safe. She takes good steps to promote children's good health and well-being and their understanding of healthy eating. For instance, she supports children to make healthy choices as they enjoy nutritious snacks and meals provided by the childminder.

Young children are encouraged to be physically active in the garden or when they make regular outings into the community. This supports their good health and enables them to investigate and observe different sights, sounds and smells in the natural environment. The childminder uses a good range of community resources, such as, playgroups and walks. This enables her to offer an extended range of opportunities to support children's all round development. Regular liaisons with the local pre-school and schools aid the transition from her setting to another. The childminder has met with the teaching staff to discuss the children's personalities and capabilities. This means the children's transitions will run smoothly and provide continuous care and learning when they move. Overall, the childminder offers an attractive play environment that provides good learning opportunities for children. Young children are developing many appropriate skills and abilities which will help set secure foundations for their future learning.

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

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage. She plans a variety of experiences for children, which are tailored to their individual needs. This is supported by her use of observation and assessment to fully support children's individual learning and development. The childminder is aware of the requirement to complete a progress check for children between two and three years of age. She has a positive attitude to equal opportunities and welcomes all children and families into her home.

The childminder has a good knowledge of safeguarding procedures and is fully aware of what to do in the event of her having a concern about a child. She completes written risk assessments on a daily basis, and also for each outing, to identify and minimise risks for children. She has a comprehensive range of policies and procedures that she shares with parents and she reviews these annually. This shows the childminder has a good capacity to maintain continuous improvement.

The childminder has a positive attitude to the continual development of her childminding provision. She makes good use of the support and advice, which she receives and also continually reflects on her strengths and identifies areas for further improvement. The childminder looks at what she can do next to improve the provision for children. For example, she understands the importance of developing her own skills and knowledge and has recently attended additional training.

The childminder has established good relationships with parents and has developed effective partnerships. Communication occurs daily with parents as the childminder shares details of what the children have done that day with her or at pre-school. Testimonials from parents comment on the progress their children have made while in the care of the childminder. The childminder understands the importance of working in partnerships with external agencies and other settings to support children's learning and development.

The childminder understands the importance of reflecting on how she implements the educational programmes, benefiting children's learning and development. She has a

secure understanding of how children learn and this enables her to provide a wide range of activities and experiences. Overall, a good overview of the curriculum is maintained to ensure children progress to the early learning goals.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|------------------------------------------------------------------------|------------|

|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|-----------------------------------------------------------------------|------------|

## 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

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY453733        |
| <b>Local authority</b>             | Nottinghamshire |
| <b>Inspection number</b>           | 890645          |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 17          |
| <b>Total number of places</b>      | 5               |
| <b>Number of children on roll</b>  | 8               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | not applicable  |
| <b>Telephone number</b>            |                 |

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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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