

Inspection date

Previous inspection date

28/11/2013

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 settled and show very good levels of confidence in the childminder's care, as she gives a high priority to ensuring that she understands their individual welfare needs and works in very close partnership with their parents.
- The childminder is enthusiastic and extremely friendly and welcoming. Her friendly and nurturing approach helps children to settle happily and encourages them to form secure bonds with her, which fully supports their emotional well-being.
- The childminder implements a broad range of policies and procedures to ensure she promotes and safeguards children's welfare.
- Children are motivated to learn and interested in what they choose to do because the childminder successfully guides them and stimulates learning through play. As a result, children make good progress.

It is not yet outstanding because

- There is further scope to encourage children to resolve conflict independently through developing their ability to play cooperatively.
- Although the childminder regularly evaluates her provision, she does not routinely take into account the views of parents and children, so that any changes made are informed by their views.

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 talked with the childminder throughout the inspection and looked at a selection of documentation.
- The inspector looked at children's records, planning documentation and policies and procedures.
- The inspector took account of parents' views and read a selection of questionnaires.
- The inspector toured the premises and observed children playing in the living room and dining room.
- The inspector observed activities in the playroom and the interaction and learning between the childminder and a child.

Inspector

Lianne McElvaney

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged five years in Nottingham and uses the whole house and the rear garden for childminding. Most care takes place on the ground floor with bathroom and sleeping facilities located on the first floor.

The childminder attends a childminder group and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. She is open all year round from 8am to 6pm, Monday to Friday, except for family holidays. There are currently two children on roll, both of whom are in the early years age range.

What the setting needs to do to improve further

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

- develop further opportunities for children to enhance their personal, social and emotional development and relationships by encouraging them to learn how to manage their feelings and understandings of appropriate behaviour independently
- develop further self-evaluation procedures to include the views of parents and children in order to inform the plans for improvement so that the drive to improve is strengthened, and practice is clearly targeted to help children achieve the highest levels of attainment.

Inspection judgements

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

The childminder has a good understanding of the importance of play and how young children learn. Therefore, she effectively organises a good selection of resources around the home so that children can make safe and independent choices in their play. In addition, she considers their likes when planning activities, such as children's love of construction activities. This results in children having a positive approach to their play. They are eager, excited, motivated and enthusiastic to join in the activities. The childminder regularly observes the children so that she has a good understanding of their abilities. This contributes to her planning a broad range of experiences to support individual children in making good progress in their learning. For example, through encouraging children to share resources, she develops their personal, social and emotional development. In addition, children have good opportunities to be independent. They make their own choices in play and through everyday routines; young children develop their self-care skills, such as feeding themselves. These activities give children confidence and

the skills required when they embark on their next stage in learning.

The childminder is actively involved in children's play. She interacts well with them and this supports children's progress in their communication and language development. For instance, she asks questions while walking home from school to encourage observation of the natural world. In addition, she repeats words and provides a running commentary in play so that young children extend their vocabulary. Therefore, she encourages children to have the confidence to engage in conversations with other children and adults. The childminder provides many experiences to promote children's development in expressive arts and design. Children thoroughly enjoy using their imagination as they play with the construction resources to build houses and a fairytale castle. In addition, through arts and crafts and exploring different textures and media, such as paint to make hand prints, children have good opportunities to be creative. The childminder provides a good range of activities to support children's mathematical development. Through discussions and observations of the environment, she introduces young children to numbers. For example, children count flowers and recognise numbers on doors. In addition, by letting children explore, she encourages them to work things out and solve simple problems. For example, children work out how to make houses big enough for toy characters. Children learn about technology through using basic computer programs on a laptop computer. The childminder encourages children's development in understanding the world through displaying positive images, providing toys reflecting diversity and discussing equal opportunities and the uniqueness of each child.

The relationships with parents are good. Parents are fully included in their children's learning. For example, when their child first starts to attend they are asked about what their child can do, and this is used for their starting points. The childminder regularly shares with parents their children's daily care experiences, achievements, next steps and activities planned to support their progress. She does this through discussion and suggesting ideas to further promote learning at home. Therefore, they work together to promote continuity in children's learning and care. In addition, through her detailed policy file, she keeps parents well informed about the service and educational programme in place for their children.

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

The children's behaviour is very good. The childminder sets clear boundaries and encourages children to share and take turns. Children respond very well to gentle reminders of how to be polite, share and use good manners. For example, at meal times children say 'please' and 'thank you'. The childminder is a very positive role model for children. She implements a very positive behaviour policy, which she always ensures that parents are fully aware of and works in partnership with parents to provide consistency for the children. The childminder consistently praises and encourages the children, building on their self-esteem in a child-orientated, well-resourced and fun environment. Through good use of praise, providing consistent routines and boundaries, children are developing a secure understanding of right and wrong. The childminder adopts positive ways of supporting children's good behaviour during activities. Through play, children demonstrate that they know it is kind to share and take turns and remind each other. The childminder

listens to children and she values their contributions. For example, children contribute to the planning of activities and she encourages children to share their ideas. The children request activities for the next day reflecting their current interests. This means children have a strong sense of belonging, high self-esteem and confidence to share their ideas and opinions.

The childminder provides a very homely and relaxed environment for children. She helps children to adapt to their move from home into her setting by arranging flexible settling-in procedures and listening to parents about the routines and expectations they have of their child. The childminder works very closely with parents to make sure that the children's individual routines and care needs are known and are consistently followed. Consequently, children's emotional well-being is supported and nurtured extremely well. Children are relaxed and feel comfortable and secure in the childminder's care and enjoy close and trusting relationships with her. They respond positively to the attention and praise they receive, which fosters their confidence and self-esteem. Children learn about the importance of leading healthy lifestyles as they enjoy daily fresh air and exercise. They regularly visit play parks, local shops and have regular access to the garden.

The childminder teaches children how to keep themselves safe by practising the emergency procedures with them. Children also know what these are and confidently explain them. Children attending school know the outings policy and follow the procedures. The childminder is quick to remind children who forget and they quickly obey; this means that the behaviour management policy is effectively implemented in her provision. Children who are in the early years age group know the routine well and know what is expected of them. Those who attend after school know the house rules, and make sure each other follows the rules. For example, children remember to take their shoes off before entering the playroom. As a result, all children are well behaved although, there is scope to encourage them to learn how to manage their feelings and understandings of appropriate behaviour independently. Children's health is constantly promoted through regular fresh air and exercise. For example, the childminder takes children to parks to promote their large muscle development and they learn to move in different ways. Children also have regular access to the childminder's garden, and develop their coordination by manoeuvring the bikes. The childminder provides healthy snacks and meals for the children; they develop their social skills as they help to set the table and sit together at meal times to talk about their day.

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

Children are safeguarded and their welfare is protected. The childminder is fully aware of her responsibility with regard to child protection, and understands that the welfare of children is paramount at all times. A safeguarding policy is in place and the childminder knows when and how to report concerns to the appropriate agencies. She knows what signs and symptoms to look for and who to report her concerns to. She is clear about how to keep children safe from harm and ensures that they are protected and supervised at all times. The childminder understands about informing Ofsted of any changes to household family members. The childminder stays within her ratios because she monitors the amount

of children who will attend each day by keeping an accurate register. This means that children are protected while in the childminding provision. The property is safe and secure, and the childminder ensures that any hazards are identified in and out of the home and that action is taken to reduce the risk of accidental injury. Strong daily and annual risk assessments are carried out and reviewed by the childminder to ensure a safe environment and these are shared with parents, helping to protect children's safety. The childminder has undertaken first-aid training and holds a current paediatric first-aid certificate. She is confident in dealing with accidents or injuries appropriately.

Relationships with parents are very good. Through effective communication and information sharing, parents and the childminder work very well together to plan continuity for children's care and learning. In addition, through providing detailed information about how children's learning is delivered in the setting, parents fully understand how the childminder supports and promotes their child's learning. This effective communication contributes to meeting children's individual needs. Comments from parents are positive about the care children receive and they say 'I am extremely happy with the care and activities provided by the childminder'. The childminder works effectively with parents to support children's individual needs, such as agreeing consistent approaches to children's eating habits. The childminder has developed effective partnerships with other professionals. The childminder is aware of the importance of partnerships with external agencies to ensure continuity in children's care. She has already established links with the schools that she collects children from, and regularly shares information with them to ensure consistency of care and learning for children.

The childminder demonstrates a very positive approach to improving her professional development, in order to enhance the learning, development and care of the children in her setting. This ensures that children progress well. The childminder completes a self-evaluation record and she recognises the strengths and improvements which will benefit the children who attend. She attends regular training and network meetings to improve her own knowledge and understanding around caring for children. The childminder has gained parental feedback from written comments in questionnaires but these comments have not been used to target improvements as part of her self-evaluation. Information about the children's care and learning is shared with the parents verbally, as well as through the progress records and daily activities the children have enjoyed. Parents also have sight of a full set of policies and procedures. These methods effectively support parents' understanding about the operational procedures followed by the childminder. The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and is continuing to develop this through reflection and training. She plans and evaluates a wide range of learning activities, which are based on children's interests and stages of development. These support children effectively in making good progress in all areas of learning and particularly the prime areas.

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	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	EY464747
Local authority	Nottingham City
Inspection number	923317
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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