

Inspection date

Previous inspection date

13/05/2014

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

- Children engage well in a good range of interesting and challenging experiences. This is because the childminder knows the children well and subsequently, activities are tailored to the children's interests.
- The childminder is an effective teacher and communicator, which means that children's learning is well supported and extended. Consequently, children make good progress.
- Children develop close bonds with the childminder, who takes time to get to know the children well before they start. As a result, children feel secure in her care.
- The childminder's good understanding of safeguarding procedures means that she is able to identify concerns and keep children safe.
- Partnerships with parents are strong. The childminder utilises effective strategies to engage and involve parents in their children's learning. This means that parents are well informed and learning is continued at home.

It is not yet outstanding because

- There is room to increase opportunities for children to make marks and write as they play to further enhance their writing skills.
- There is scope to build on children's self-care skills through daily routines, such as hand washing, to increase their independence.

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 viewed activities in the main playroom and outside area of the childminder's home.
- The inspector spoke with children and their parents throughout the inspection.
- The inspector held a joint observation and discussions with the childminder throughout the inspection.
- The inspector viewed a range of documentation including suitability checks, qualifications and the policies and procedures of the setting.

Inspector

Elaine Tomlinson

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged one and seven years in a house in Swadlincote, Derbyshire. The whole of the ground floor, two bedrooms and a bathroom on the first floor, and the rear garden are used for childminding.

The childminder visits local play areas and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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 write and make marks through everyday play to further enhance early writing skills
- build on children's self-care skills through daily routines, such as hand washing, to further develop good levels of independence.

Inspection judgements

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

The childminder creates a stimulating and challenging learning environment, where children choose from a broad selection of thoughtful resources, which help to support their all-round development. This means that children are excited to learn and settle quickly at activities when they arrive. The childminder effectively encourages children to make choices about where and what they want to play with and consequently, they become independent learners. The childminder is a skilled and knowledgeable teacher. She has a high level awareness of how children learn best and constantly talks to and engages in play with the children. The childminder has fun with the children as they play making suggestions and asking questions, which challenge and extend the children's learning. This means they make good progress. In addition, the childminder knows when to step back and allow children the freedom to explore and experiment for themselves. Subsequently, children become confident in their abilities and develop a good range of skills, which help to prepare them for their future learning.

Children enjoy playing with familiar toys and participating in new experiences. The childminder supports the children to develop skills in mathematics, as they count trains and explore concepts including size, as they post pegs through different sized holes. Children explore textures as they investigate a range of hard and soft materials and laugh and smile, for example, as they walk barefoot on puffed rice. Children are well supported to acquire good communication skills, as the childminder interacts positively with children reinforcing and modelling the good use of language. As a result, children are becoming confident communicators. Children express themselves freely as they dance and sing to music and participate in a range of painting and other craft activities, such as sticking. Children are encouraged to engage in physical activity, as they ride on wheeled toys and run and jump outside. The childminder provides a range of treasure baskets, which excite children's curiosity. For example, they are excited to learn how to manipulate wooden pegs. The children enjoy sharing books with the childminder. They demonstrate that they can hold the book and turn the pages. The childminder engages them in the story as she asks questions, which encourage them to participate. The childminder provides a range of pens, pencils and paper for the children to draw and colour. However, there is room to build on opportunities for children to write and make marks as they play to further enhance their writing skills.

The childminder has a thorough understanding of the capabilities of the children and has high expectations for their learning and development. A flexible settling in procedure, which is tailored to the needs of each child, enables the childminder to become familiar with children's individual needs and preferences. Through in depth discussion with parents the childminder is able to ensure that children are well supported when they start. The childminder regularly assesses children's progress, including the completion of the progress check at age two. She skilfully uses this information to identify their level of development and next steps in learning. She uses this information to inform her teaching, and her planning reflects children's interests and learning needs. This means that children make good progress. While the childminder has planning in place, this is very flexible, enabling her to follow children's individual interests and emerging needs. For example, children's interest in water play prompts a filling and pouring session. This helps to ensure that children are keen learners. The childminder takes time to discuss each child's learning in detail with their parents. They are kept well informed about the developmental progress of their children during daily chats, through text messages and through the sharing of regular assessments. Subsequently, learning is effectively supported at home.

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

The childminder has developed close bonds and attachments with the children and their parents. She is attentive to the individual needs of the children who are supported well to express their feelings and seek comfort and reassurance from her. As result of this, children feel secure in her care. Flexible settling-in procedures, mean that children are emotionally well supported during the transition into the setting. The childminder gathers good information from parents about their child to ensure their needs are well met. The childminder is a kind and fun person with a calm and reassuring nature. She plays happily with the children and shows enthusiasm as she laughs along with them. As a result, children also have fun and enjoy spending time in her company. The childminder is a good

role model. She is polite and respectful to the children who are encouraged to use good manners as they learn to respect each other's differences. The childminder is encouraging and skilfully celebrates achievements throughout the day offering positive praise, which supports the children as they develop good self-esteem. She is consistent and clear with her expectations of behaviour and, as a result of this, behaviour is good and children play confidently and cooperatively.

Children move around the childminder's home with confidence using their imagination as they move between the indoor and outdoor environments. The childminder organises the day effectively to encourage the children to make the most of the activities available. Equipment is in good working order and is stored at accessible levels for children, which means that they continually make choices about what they want to play with. The childminder generally supports children to be more independent as they carry out some tasks for themselves, such as collecting and putting on their own boots. However, there is room to build on children's self-care skills through daily routines, such as hand washing to further develop good levels of independence. The childminder takes all reasonable steps to ensure that her home is a safe enabling environment for children. Children learn about keeping themselves safe, as the childminder teaches them how to manage hazards, such as the garden step, safely. She ensures that children are aware of the boundaries as they play. The childminder encourages the children to have a go at new activities and supports children effectively as they learn to take risks. For example, she holds their hand as they balance on boxes. This helps to support the well-being of the children.

The childminder ensures that children are well supported to be healthy by providing them with well balanced meals and snacks. This means that children are learning how to make good food choices. The childminder provides quiet areas for sleep and relaxation and children share books together as they sit on comfortable chairs. This means that children's well-being is effectively supported. Regular outings to the park and soft play areas help to ensure that children understand the importance of exercise. In addition, free access to the outdoor area provides opportunities for the childminder to encourage the children to move and be physical at these times. This helps to support their emotional well-being. The childminder has plans in place, which help to prepare children for transitions onto other settings. For example, she has arranged to visit the local pre-school to gather information about their routines.

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

The childminder is fully committed to her responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. She has recently attended safeguarding training and subsequently, she has a good understanding of how to keep children safe from harm. The childminder is clear on child protection procedures and who to report any concerns to, which helps to ensure the children are kept safe. In addition, all adults who live in the childminder's home have been subject to relevant Disclosure and Barring Service checks. A robust set of policies and procedures, which support the well-being of the children are in place and working practices ensure that they are adhered to. This promotes the welfare of the children.

The childminder is well motivated to ensure that children make good progress while in her care. She knows the capabilities of the children well and teaching is rooted in a good knowledge of the ways in which children learn best. The childminder has developed sound processes to observe and assess children as they play, which means that their progressing development is well supported. Flexible planning, which is tailored to the interests and developmental needs of the children, helps to ensure that the children are well motivated to learn. As a result, children are enthusiastic learners, who engage well in activities. The childminder reflects on her setting effectively through weekly evaluations of learning. Strengths and weaknesses have been identified through regular self-evaluation procedures and are well supported with plans to implement changes in practice. The childminder shows a strong commitment to her professional development by attending any relevant training events that help to meet the emerging needs of the children. This benefits the children, as they are well supported to make good progress.

Partnership with parents is very good. Parents are extremely happy with the good care and education, which the childminder provides and comment about the good progress that their children make. Daily verbal exchanges help to ensure that information is shared effectively with parents, and each child has a written daily diary to share developments within the setting. Regular assessments of learning are provided for parents who are invited to add comments about learning at home. Parents openly discuss their child's needs with the childminder, which helps to support the all-round development of children. The childminder regularly meets with other childminders in the area. This provides opportunities for children to learn and socialise with different children and for the childminder's to share good practice. The childminder has developed effective partnerships with the local authority and other professionals. She effectively shares information and seeks interventions to support the emerging needs of the children, who benefit from this.

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	EY468436
Local authority	Derbyshire
Inspection number	943172
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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