

Inspection date

Previous inspection date

26/06/2014

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

- The quality of teaching and learning is good. The childminder has a good understanding of the abilities and needs of children in her care. As a result, children make good progress in their learning.
- The childminder and assistant, throughout all activities, support children's communication and language development well.
- The childminder and assistant have a good understanding of their responsibilities and the procedures for protecting children. They effectively support children's understanding of how to keep themselves safe and healthy.
- Children are happy and emotionally secure because of the warm and nurturing family environment the childminder and her assistant provide.
- The childminder has established good relationships with parents. Consequently, children benefit from consistency of care and form warm and secure attachments with her and her assistant.

It is not yet outstanding because

- There is scope to strengthen the opportunities for children to see and understand that print conveys meaning within the outdoor area.
- The childminder misses some opportunities to enhance children's developing creativity by not allowing them to freely explore and experiment with paint and colour.

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 toured the premises and observed children's activities.
- The inspector conducted a joint observation with the childminder.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications, policies and procedures and discussed the childminder's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents.

Inspector

Jacky Kirk

Full report

Information about the setting

The childminder was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged two years in a terraced house, on the outskirts of Nottingham. The childminder is registered to work with an assistant. The whole of the ground floor and enclosed rear garden is used for childminding. She takes and collects children from the local nursery and school and attends toddler groups and library sessions. There is currently one child on roll, who is in the early year's age range and attends for a variety of sessions. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enrich children's opportunities to see print and the written word in the outdoor environment, in order to extend their understanding that print conveys meaning and support their literacy development even further.
- support children's developing understanding of exploration of media and materials by providing them with opportunities to freely mix paints, experiment with colour and paint their own pictures.

Inspection judgements

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

The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. She has sound knowledge of all the areas of learning and development children go through. The childminder and her assistant exhibit qualities of good teaching; their interactions with children are warm, caring, considerate and timely. When children first start in the childminders care she asks parents to complete an 'all about me' booklet, which captures children's likes, dislikes and what children can do at home. This information, along with her own initial observations of children, help her form accurate starting points from which to plan appropriate activities to support children's next steps of learning. Observations are recorded in children's learning folders and are used to monitor children's progress across all areas of learning. This assessment method is effective in identifying any gaps in children's learning enabling the childminder to put additional strategies in place. Children's language and communication is well supported. The childminder and her assistant engage children in conversation by

using open-ended questioning and a range of expressive vocabulary. They talk to children about what they are doing, modelling words appropriate to the activity. For example, the childminder sensitively joins in with children's shopping role play. She asks questions, such as, 'how much is this?' 'I would like to buy this orange juice please' and 'can I pay by credit card?' As a result, children's listening, attention and speaking skills are supported, as well as developing their understanding of mathematics and understanding of the world.

The childminder provides a balance of adult-led and child-initiated activities that enthuse and stimulate children's interests. Each morning she plans an appropriate activity to support children's next steps in their learning. For example, the childminder supports children's development in mathematics by providing a counting card game. Children hold up the correct number of fingers to represent numbers from one to five and enjoy counting the corresponding number of pictures. With support and praise from the childminder, children count to 10 and further upwards, to 20. Additionally children hold the cards and put them down one by one and successfully count the numbered cards, backwards, from 20 to one. When children ask to paint, the childminder sets up the painting table and children choose a printed picture and colour of paint they would like to use. However, there is no opportunity to support children's developing understanding of exploration of media and materials by allowing them to freely mix paints, experiment with colour and paint their own pictures. Children's physical development is progressing well. They enjoy playing in the garden and experience risk and challenge as they negotiate increase of speeds as they ride the scooter down the slightly sloping path. They climb and balance well as they use the slide and demonstrate very good coordination skills, as they play football and throw balls with the childminding assistant. Children's early writing abilities and letter sound recognition are supported well. For example, children are supported to draw lines between matching pictures and draw shapes with chalk on a chalk board. During these activities, both the childminder and her assistant, emphasise the initial sound of the picture, such as 'c' for cup or 't' for triangle. Furthermore, children are starting to understand print carries meaning. Indoors children recognise and see signs, such as toilet and welcome posters in English and different languages. Though, there is scope to strengthen the opportunities for children to see and understand that print conveys meaning within the outdoor area.

Children have easy access to books and enjoy snuggling on the settee and reading them with the childminder. The childminder reads, but allows time for children to anticipate and say the next word or sentence. Furthermore, she uses the story to engage children in extended conversations about what they have done or like to do at home, such as having a bath or playing hide and seek. Consequently, children are developing a love of books and are progressing well in their communication, language and literacy development. Interactions between the childminder, her assistant, her child and children she cares for are strong. This enables children to settle quickly and makes them feel safe and comfortable in her care. Children demonstrate good levels of self-esteem and confidence as they actively seek help from both the childminder and her assistant and ask them to join them, in their play. The childminder works closely with parents from the outset and keeps them well-informed about their child's progress by talking to them daily and encourages them to share children's achievements at home. The childminder shows appropriate understanding of her responsibilities relating to the progress check for children between the ages of two and three years and has systems in place to complete this. The

childminder makes good use of the local area to provide experiences for children to enhance their learning. For example, regular visits to the library further develop children's literacy skills and love of books. Additionally, children's understanding of technology is developed as they have opportunities to use library computers. The childminder regularly takes children to the local nursery and attends story time sessions at the local primary school. Through warm relationships and clear guidance and support given by the childminder and her assistant, children are acquiring the skills, attitudes and dispositions they require for their next steps in learning. Consequently, children are well-prepared for when the time comes to move onto other settings.

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

The childminder and her assistant have positive and warm attachments with children. They support children's emotional well-being through good settling-in processes. For example, they obtain information about children's interests, level of development and likes and dislikes before they start. Parents can gradually build up the length of time children are in their care or children can start straight away depending on their individual needs. This helps children to feel secure and make smooth moves from home into the childminder and her assistant's care. Children snuggle close to the childminder when reading stories. They frequently laugh together with the childminder and her assistant at amusing moments, such as funny pictures drawn by the assistant and deciding who the winner of the race is. This demonstrates children feel safe and secure. Both the childminder and her assistant are good role models and praise children's efforts and achievements regularly, this helps boost their confidence and self-esteem.

The childminder and her assistant have a lovely calm demeanour. They are patient and consistent in their expectations with regard to behaviour management. As a result, children's behaviour is good and they are progressing well in their personal, social and emotional development. The childminder and assistant have positive attitudes towards equal opportunities. Children have opportunities to learn about different culture and beliefs as they display pictures and resources to reflect today's diverse society. For example, when celebrating Diwali, the childminder made samosas with children, who ate them for snacks and took some home to share with their families. The childminding assistant is also qualified to level 2 in British Sign Language, enabling children to have opportunities to learn a differing form of communication. This supports children's development in understanding, recognising and respecting similarities and differences between themselves and others, and among families, communities and traditions. The learning environment, both indoors and out are welcoming and children have easy access to resources, which are age and stage appropriate. Children have daily opportunities to play outdoors and larger play equipment allows them to take safe risks and experience physical challenge. Children are regularly reminded by the childminder and her assistant to be careful. For example, when children are scooting fast, they explain they need to look out for other children so as not to bump into them. This, along with encouraging children to share resources help children understand boundaries, which are put in place to keep themselves and others safe.

Children are encouraged to become independent and confidently manage their own personal needs. The childminder is close by to offer support, if needed and gently reminds them about the importance of washing their hands. Children are encouraged to take off and put on their own shoes and are supported in their dressing skills. For example, children are encouraged to take off their caps and cardigans when it becomes warm and are helped to get changed into their nursery uniform. The childminder works with parents to meet all dietary needs and ensure that all children are well nourished. She provides healthy snacks and home cooked meals. Lunchtimes are sociable occasions where children sit together to eat. Children have easy access to their own drinks beakers and are encouraged to drink regularly throughout the day, which helps them to stay suitably hydrated. Children have regular opportunities outside the childminders home to further develop their self-confidence and independence skills. For example, the childminder regularly takes children to the local childminding group, park, library and story times at the local school. This, as well as good parent partnerships, benefits children through consistency of care, which means they are well-prepared for the next stage in their learning, such as starting primary school

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

The childminder and her assistant have a good understanding of their roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. They are aware of the potential signs of abuse and have a secure understanding of their responsibilities regarding protecting children from harm. They know the procedures to follow if they have concerns about a child's welfare or an allegation is made against them and which agencies they must inform. Appropriate documentation is in place to record any concerns they have. The childminder has a detailed written safeguarding policy, which she shares, along with all other policies and procedures with parents when children start in her care. The childminder records details of existing injuries children have, which parents see and sign on the day. The childminder also has appropriate documentation in place to record details of accidents, incidents and the giving of medication. The childminder notified Ofsted about the use of her assistant and the relevant checking procedures were undertaken. The childminder deploys her assistant well around the setting to ensure children's needs are met and children are supervised at all times. For example, the assistant supervises outdoor play while she prepares food at snack time. Consequently, children are kept safe and well-protected.

The childminder has systems in place to ensure her assistant remains suitable to care for children. She provides him with ongoing support and guidance, about how to keep children safe and supports his continuous professional development well. For example, she uses induction, daily supervision and discussion, as well as, ongoing training. The childminder and her assistant demonstrate a positive approach to improving their professional development in order to enhance the learning, development and care of children. They regularly attend childminding groups and training to expand their

knowledge and experience. The childminder reflects well on her practice. Good self-evaluation enables her to identify areas to continually improve children's learning and well-being, for example, extending the range of children's dressing-up clothes in order to enhance their expressive arts and imaginative development even further. The childminder ensures all areas of learning are covered and that the educational programme provides appropriate challenge for children. Through observation and gaining care and developmental information from parents she identifies children's starting points and interests. Effective monitoring of children's achievements enables her to plan appropriate next steps to support their learning and development.

The childminder has good relationships with parents and keeps them informed about her practice and that of her assistant through daily verbal exchanges of information. Responses to parent questionnaires contain positive comments; they state how their children feel welcome in the setting, what they enjoy doing and how well their speaking has developed while being with the childminder. Good links with local nurseries and schools have been made. This ensures relevant information is exchanged when needed. This enables the childminder to further enhance the consistency of care and learning she offers to children and helps her to prepare them well for their next stages of learning.

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	EY470890
Local authority	Nottingham City
Inspection number	950174
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	1
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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