

Inspection date	25/01/2013
Previous inspection date	16/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 childminder has assessed the risks to her premises well and has minimised these effectively so that children are safe, secure and relaxed in the home.
- Children successfully learn through play as the childminder has a good understanding of the seven areas of learning and how to provide activities that challenge and engage children.
- Positive relationships with parents enable the childminder to provide individualised care. This ensures children's requirements are fully met in line with their parents' wishes.
- Children's personal, social and emotional development is extremely well promoted. They build positive relationships with the childminder and her colleagues and benefit from lots of group activities and interaction.

It is not yet outstanding because

- Parents' views about the setting and how to improve it for the benefit of their children are not consistently collected and used to inform the self-evaluation process.
- Letters and numerals are not regularly displayed in print around the setting. This hinders children from swiftly recognising the meaning of written material.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 main playrooms and checked the outside learning environment and all other areas of the home used for childminding.
- The inspector spoke to the childminder at appropriate points throughout the inspection and had discussions with the co-childminder and assistants about their roles and responsibilities.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of others working within the setting, the provider's self-evaluation information and a range of other documentation.

Inspector

Jennie Dalkins

Full Report

Information about the setting

The childminder has been registered since 1973. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Mickleover, Derby. The whole of the ground floor of the house is used for childminding. Children have access to a secure outdoor play area. The family has two cats. The childminder works alongside a co-childminder and an assistant. Both

childminders have equal responsibility for the childminding practice.

There are currently 12 children attending, all of whom are in the early years age range. Children attend on a full or part time basis. Opening hours are variable to meet the needs of parents working at the local hospital. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- provide more opportunities for parents to contribute to the evaluation of the setting so that they are able to consider the impact of the care provided on their individual children and positively influence the future provision for their benefit
- increase the use of printed words and numerals in the setting so children become quickly familiar with the way names and numbers are depicted in print.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and provides a wide range of activities that interest and engage children. Children's language development is successfully fostered through regular conversations, songs and stories. They repeat back familiar words that reoccur in favourite stories and discuss what the characters are doing. This encourages children to name specific items and build their vocabulary. Consequently, they make good progress in their communication and language skills. Early literacy skills are also being developed as children make marks with paints and crayons. They particularly enjoy using the whiteboards, where they can scribble, write and draw then rub the boards clean and start again. Mathematical skills are also suitably promoted. Even young children learn about volume and measure as they engage in water and sand play or take part in baking activities. However, numerals and words are not displayed around the setting. This prevents children from quickly identifying printed digits and letters, hindering their full understanding. For example, while children can demonstrate that they know how many cars to pass the childminder when asked for two, they are less sure about what each numeral represents. Children's other mathematic skills are developing well, however. They are skilled at matching items together and many can count up to 20 with confidence. Children also enjoy a range of creative activities, making pictures to their own design and satisfaction, sculpting with play-dough and playing imaginatively in the play-house.

Children are effectively supported to acquire new skills, which helps them to be ready for the next stages in their learning. The childminder understands the key principles of a good learner and opportunities are provided on a daily basis to help children develop self-control, concentration and listening skills. The childminder and her colleagues run a 'circle time' activity every day, where children enjoy identifying colours and shapes or determining what the weather is doing that day. They sit quietly and generally listen to each other well. These skills help to ensure that children are prepared for school when the time comes.

The childminder observes children as they play and records their achievements. She monitors each child's progress, ensuring that they are not falling behind in any area. Her records indicate that children are making good progress across all the areas of learning. Planning then takes account of children's identified next steps in learning and consequently, children's emerging skills and interests are followed up in a timely manner. The childminder and her colleagues ensure that children are provided with a range of resources to challenge and stretch them, while careful questioning encourages them to develop their understanding further. For instance, while matching up cards in a game of 'opposites' the childminder encourages the child to not only look for the card based on the characters but to consider what the opposite of 'day' would look like, or how the character would look in the 'sad' picture. This provides children with challenge and also keeps them focussed. Children display excellent levels of concentration as a result of this carefully pitched activity.

Parents are effectively involved in their children's learning. Information is also provided on children's learning and their individual attainment as regular summaries are put together to show the progress children are making. This enables parents to be aware of what their children have achieved and gives them the opportunity to discuss with the childminder how to help them progress further. Consequently, children benefit from the input of both their parents and the childminder in determining their next steps.

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

Children are very confident and happy as they clearly feel secure and settled in this homely environment. They are relaxed and comfortable knowing that their physical needs will be promptly met. The childminder quickly comforts them if they are upset, provides meals and snacks throughout the day and encourages them to nap when tired. She shows them genuine warmth and acceptance, valuing their individual characters and responding positively to their requests. For instance, she willingly fetches a different jigsaw for them to play with when they decide they do not like the one they have started. Her dedicated approach ensures they build warm attachments with her and develop a positive self-esteem. Plenty of cuddles and reassurance are given, enabling every child to feel well cared for and valued.

The childminder obtains information from parents about each child's likes and dislikes and their individual routines. This helps her to introduce them into the setting and settle them quickly. She chats with parents on a daily basis, keeping them informed as to their child's routine and any changes or concerns. She finds out about any special requirements, such

as religious or dietary needs, and responds to these positively. For instance, she provides a range of vegetarian meals and halal options.

Children's behaviour is good as they are clear about the boundaries and rules of the home. The childminder uses positive reinforcement, praise and encouragement to help children learn what is required of them. Distraction and reasoning is used where unwanted actions occur. Children learn how to play together harmoniously as they share toys and take turns. They are provided with good opportunities to build attachments with each other, developing positive inter-personal skills and good emotional development. This helps them to cope well as they move to other settings. Self-care is also promoted effectively as children feed themselves chicken nuggets, vegetables and potatoes at lunchtime and are reminded to wash their hands before eating. A healthy lifestyle is encouraged as there is an outside area which is accessed daily, and where children take part in fun activities such as an 'animal search'. The childminder also takes children on outings to a local grassy area where they are able to run around and enjoy the larger space. Children are also encouraged to learn how to keep themselves safe. The fire drill is practised and children are reminded about road safety as they go out and about. This helps them to develop a sense of responsibility for their own well-being as well as helping them to understand how to respond in an emergency.

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

The childminder is dedicated to her role and to providing a warm and welcoming home where children feel safe and secure. She ensures that the environment is effectively risk assessed and that all hazards are kept to a minimum. Robust security ensures that children are well protected from visitors. A security camera is in place to allow the childminder to ascertain the identity of callers before opening the door. All equipment is fit for purpose and children enjoy accessing the good quality resources. The childminder has ensured that her practice is now up to date with current legislation, addressing all the recommendations set at the last inspection. For instance, the registration document now asks parents to provide information about parental responsibility and legal contact issues.

The childminder has a secure knowledge of the safeguarding and welfare requirements and prioritises children's well-being. There is a full safeguarding policy which includes the numbers of all required authorities for prompt referral if necessary. The childminder works alongside another childminder and with assistants. They form an effective team, with each member being clear of their role and responsibility. The childminder ensures that assistants are supervised appropriately and are enabled to undertake relevant training. For example, completing a course in paediatric first aid. Consequently, children receive a high level of supervision from suitably qualified and vetted individuals. The childminder is also aware of her role in the delivery of the learning and development requirements. She has updated her practice in line with recent changes and effective planning ensures all children receive a broad range of experiences to help them make progress across all seven areas of learning.

The childminder has positive relationships with parents and regularly shares information

about children's activities and development. Any concerns are promptly recorded and shared as required. This ensures children's care needs are promptly met. There are no children currently attending who use other childcare services. However, the childminder is clear about how to communicate with other professionals to support children who attend elsewhere or who require specialised input.

The childminder has evaluated her own provision and is generally aware of her own strengths and weaknesses. She takes prompt action where she sees need for different ways of working and trials new ideas with her co-childminder and assistants. New routines or activities are tried out and either adopted or rejected depending on the impact on the children. This flexible approach ensures that changes are only brought in where the benefit is evident. However, the childminder does not regularly collect the views of parents on how well the setting is meeting their requirements. She chats to them daily to ensure they are happy with their child's care but does not provide many more opportunities for them to contribute to the development of the setting. This limits their opportunities to share positive suggestions for how to improve the setting further for the benefit of their children.

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
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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. 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

Unique reference number	205852
Local authority	Derby, City of
Inspection number	818028
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	16/06/2009
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 that are usually their 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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