

## Inspection date

Previous inspection date

30/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children feel safe and secure in the care of the childminder. They are building attachments and bonds which promote their well-being and independence.
- Children are keen to explore because the childminder provides a well-organised environment where resources are attractively presented and easily accessible.
- The childminder understands the importance of promoting the health and safety of the children in her care. She continually assesses and minimises risks to children, enabling them to use the downstairs areas and the garden appropriately.

### It is not yet good because

- Insufficient information is gained with regard to children's starting points, and therefore, is not used to effectively plan for children's progress in all areas of their learning.
- Parents are not sufficiently encouraged to share information about their children's learning and development at home in order that the childminder can work with parents to ensure that children's learning is consolidated and extended effectively.
- Monitoring of information gathered and used to make assessments for supporting children's learning and development, including establishing children's starting points with parents is variable and does not fully support their progress.

## 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 spoke with the childminder and interacted with children at appropriate times throughout the inspection within various rooms of the childminder's home.
- The inspector took account of the views of parents as discussed with the childminder.
- 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 two children aged one and four years in a house in Beeston, Nottingham. The whole of the ground floor and the rear garden are made available for childminding.

The childminder visits the local shops 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 each week.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- gather children's individual starting points, use these along with existing ongoing observations and continual assessment to consistently plan activities pertinent to individual children's next steps in their learning
- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home.

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

- monitor the consistent implementation of the assessment processes to support individual children's learning and development, including establishing children's starting points with parents on entry to the setting.

### **Inspection judgements**

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

The children attending have an enthusiasm for learning and involvement in activities. This is because the childminder has a sound understanding of how to engage the children and capture their interest. She understands that children learn through their play and makes the most of opportunities that arise during the day to extend upon this. For example, children watch with interest as the childminder demonstrates the use of equipment and gain the confidence to explore. Her effective use of praise and encouragement supports this well. For example, they shake, bang and rattle as they investigate the sounds of a variety of musical instruments. The childminder talks to them throughout, enabling them to develop their language skills by linking words with actions. This along with singing along to familiar rhymes supports their listening and language skills well.

Children are becoming active learners as they freely move around selecting what they want to play with; this helps them develop good levels of independence and encourages

their physical development. This is enhanced further due to the well-organised indoor space which encourages babies and younger children to practise newly acquired skills, such as crawling and pulling themselves to standing. Their ability to handle and manipulate things is enhanced as they enjoy attempting to post shapes in the post-it boxes and play with the interactive play centres, exploring the buttons and dials.

The childminder implements the revised Early Years Foundation Stage Framework in to her practice and is beginning to use the Development Matters in the Early Years Foundation Stage to track children's progress. However, children's learning journals are not clear in identifying children's starting points which means the assessment of children's prior skills, knowledge and understanding on entry to the setting is not fully accurate. This, along with variable information received from parents regarding children's learning at home, affects the childminder's ability to plan suitably challenging activities. As a result, children's next steps are not always relevant or pertinent to individual children to help them progress well enough in their learning and development.

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

The childminder gives priority to individual children's well-being. She fosters warm, trusting relationships with them because she cares for them in line with their familiar home routines and responds sensitively to their individual needs. For example, children are offered physical comfort as they begin to tire and when they first wake after their sleep. The childminder is a positive role model to children. She handles children in a warm and sensitive manner offering lots of praise and encouragement. Children are, consequently, developing good levels of confidence and self-esteem.

Children are cared for in an appropriately resourced environment. Toys are easily accessible and include a variety of books and resources to reflect different cultures. Children, therefore, begin to develop an understanding of one another and the wider world. The childminder maintains a safe environment by undertaking daily checks. Young children demonstrate a sense of security as they move around their identified play areas exploring and investigating. All hazards are appropriately minimised through the effective use of safety equipment, such as stair gates and cupboard locks.

Children spend regular times outdoors for fresh air and physical activity, particularly enjoying the swings and climbing frame in the garden. The childminder follows babies' routines, taking them on walks in the pushchair to help settle them for sleep. Children gain an understanding of the importance of healthy lifestyles as they begin to manage their own personal needs at meal times. The childminder encourages them to feed themselves while offering them healthy and nutritious options.

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

The childminder ensures children are suitably safeguarded because she has an appropriate knowledge of the procedures to follow in the event of any concerns about a child in her care. She demonstrates a suitable understanding of her responsibilities under the requirements of the revised Early Years Foundation Stage. All regulatory requirements are met, such as keeping accident records and a record of children's attendance. Aspects of the environment, both indoors and outside, are subject to regular risk assessments, this means that children are kept safe and protected from harm.

A range of policies and procedures underpin the orderly running of the setting. The newly registered childminder is currently developing a self-evaluation process and is beginning to identify areas for future improvement through monitoring systems. Children and families benefit as the childminder has attended required training and has further applied to attend courses which will enhance her knowledge and understanding of good practice.

The childminder is developing appropriate relationships with parents, which ensures parents can feedback if they have concerns about their child's well-being or learning. An appropriate range of policies and procedures are made accessible to parents, ensuring that they are well informed. The childminder is aware of the importance of liaising with other agencies and is beginning to foster suitable relationships with the local school.

The childminder has an appropriate knowledge and understanding of the educational programmes which is based on a suitable understanding of the areas of learning and how children learn. However, the monitoring of learning and development assessment procedures are not consistently reviewed to ensure an accurate understanding of children's skills, abilities and most pertinent next steps in learning. This means they do not make the best progress possible.

### 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
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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

<b>Unique reference number</b>	EY451197
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	880445
<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>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable

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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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