

Inspection date	07/03/2013
Previous inspection date	28/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Met
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 are happy and relaxed within the warm and welcoming environment that the childminder provides. This helps them settle quickly and enjoy their learning.
- Children are kept safe. The childminder's home is safe and secure and risk assessments help to identify and minimise hazards.
- Positive relationships with parents build up through effective settling-in times and daily discussion about children's care and development. This helps promote continuity of care and learning for children.

It is not yet good because

- Assessment of children's progress is not rigorous enough to use what information is available to plan more precisely for children's individual learning needs and to ensure activities consistently provide sufficient challenge so that children make good, rather than satisfactory, progress.
- The childminder has yet to form a clear plan of how to achieve identified areas for improvement, in order to secure good quality care and education for the children who attend her provision.
- The childminder does not always make the most of opportunities to promote children's understanding of mathematical language and skills during their play activities.

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 spoke to the childminder, parents and children throughout the inspection.
- The inspector observed the children while involved in their play and snack time.
- The inspector looked at the children's records including their 'learning journey' records.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at the childminder's documentation including her policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

The childminder was registered in 2001. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children aged six and eleven in North Wingfield, in Derbyshire. The whole of the ground floor and a rear and front bedroom on the first floor is used for childminding purposes. Toilet facilities are on the ground floor. The childminder operates Monday to Thursday from 7.30am to 5.30pm, all year round except for bank and family holidays.

Currently there are five children on roll, of whom four are in the early years age range. Children attend for a variety of different sessions. The childminder drives to and from the local schools and children's groups to take and collect children. She undertakes outings to local toddler groups. The family has a dog.

What the setting needs to do to improve further

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

- improve the use of the observations made of children's learning and assess their progress effectively across all seven areas of learning. Use the information gathered to plan the next steps in their learning and to inform the planning of more challenging activities, so that each child makes good progress.

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

- develop further, effective procedures for self-evaluation in order to devise a clear and successful improvement plan to demonstrate how identified areas for development will support children's achievements over time
- strengthen children's mathematical understanding further within their play by providing activities to help them learn about space, shape and measure in everyday situations.

Inspection judgements

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

The childminder has a basic knowledge of the Statutory Framework for the Early Years Foundation Stage. Children enjoy playing and learning in the childminder's home because

she provides a suitable range of activities to stimulate children's learning. She talks to parents before children start attending so that she is aware of what children can do and what they like doing. She uses this information appropriately to provide for the children's 'starting points'. For example, she provides activities and toys that interest the children when they first start with her. The childminder is enthusiastic and this motivates children to become active in their play, exploration and learning. She assesses the development of children by undertaking observations of them while they play. However, although she identifies some of the children's next steps in development, the ongoing assessment of children's learning and progress is not always sufficiently precise. She also does not use the information effectively to plan consistently challenging activities for each child. Consequently, children's progress is satisfactory overall, rather than good.

The childminder supports children's language development adequately by repeating words and key phrases, extending vocabulary where appropriate. She spends time listening carefully and speaking clearly to them and encouraging conversation. For example, children pretend to have a 'picnic' and the childminder introduces the children to 'pineapples' and they try and repeat the word and then talk about the food they are going to eat at the 'picnic'. Children handle small puzzles skilfully and also develop their understanding of how to use tools. For example, they carefully twist and turn the screw driver at the tool station and build a house out of bricks. These experiences help to develop children's handling skills generally well. The childminder takes the children to the local park to help develop their physical skills further. Here, the children enjoy climbing, balancing and running around. They also use the garden and enjoy riding on sit-and-ride toys and use small equipment such as, bats and balls.

Children have opportunities to make marks using chalks and the large markers on the whiteboard. They make circular movements and straight lines, which help them to develop skills that help early writing. Children develop a satisfactory awareness of numbers by singing nursery rhymes and counting. For example, they count the building blocks as they build towers. However, the childminder does not fully extend activities, such as these, to further develop children's knowledge of space, shape, position and numbers in everyday activities and play.

Children have access to a range of books which are easily accessible. They keenly select their favourite books and enjoy looking at the pictures and listening to the stories read by the childminder. This helps to foster a love of books. They are encouraged to use their imagination and enjoy making ice creams and putting the sauce on top before they pretend to eat them. Children learn about nature through enjoying the garden and their visits to the local woodland. They have fun, socialise with others of their age and take part in messy play and creative activities at toddler groups. These activities help children to explore, investigate and demonstrate the characteristics of effective learners. Overall, children are acquiring satisfactory skills, attitudes and dispositions to take them to their next stage of learning and ultimately their readiness for school.

The childminder shares information about each child's day with parents. She offers ideas to help parents support children's learning at home to provide a suitable level of consistency. Communication with parents provides her with a satisfactory awareness of any milestones reached or new experiences the children may have had when with their

parents. This enables her to take this information into account when planning her own activities, to enable a consistent learning experience for children.

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

Children settle quickly, feel secure and are confident in the childminder's home. This is because she works closely with parents to understand children's care needs and responds to them in a gentle and sensitive manner. The childminder provides a relaxing environment and encourages children in developing a sense of security. Children form secure bonds and attachments with the childminder and she promotes their self-esteem at all times. They are happy and settled and readily go to her for cuddles. She helps children to be independent and explore the toys that are easy for children to access.

There is an appropriate range of resources to support all areas of children's development both indoors and outside. Children are able to explore the environment and toys both independently and with adult support. Toys and resources are stored well to enable children to self-select, further promoting their sense of belonging and independence. Children demonstrate confidence and self-esteem as they move around the setting selecting resources to play with and engaging in play opportunities. Children make good progress in their personal, social and emotional development. They behave well in the setting because the childminder has clear rules and boundaries that children accept. Regular praise and acknowledging children's achievements means that children are developing confidence and self-esteem. Young children are learning to share and take turns. For example, children play harmoniously with the toy cars, sharing the 'garage' and rolling cars to each other and the childminder.

Children's parents provide their food and the childminder supports the parents in bringing healthy food and snacks for the children to eat. This helps children from an early age to learn about healthy lifestyles. Children are encouraged to have regard for their own personal hygiene and self-care skills. The childminder appropriately promotes hygiene practices, such as washing hands before eating snacks and after toileting routines. The childminder regularly takes children out in the fresh air, in the garden and to the park where they can run around and enjoy physical exercise. There are good arrangements in place to help children learn to keep themselves safe through everyday routines. For instance, they use the zebra crossing when on outings and participate in regular fire drills.

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

The childminder demonstrates a sufficient knowledge and understanding of the Early Years Foundation Stage. She has just begun to research the revised framework and has updated her documentation in order to meet the learning and development requirements. She has a suitable understanding of her responsibilities to safeguard children. She clearly understands her role in child protection and has sufficient referral details in place should she have concerns about a child in her care. Children are kept safe and their well-being is promoted sufficiently. Her home is safe and secure and risk assessments help to identify and minimise hazards. An adequate range of policies and procedures are in place to

support children's well-being and these are made available for parents to see. The childminder maintains appropriate records for attendance, medication and fire evacuation drills, to adequately promote children's safety overall.

The childminder is committed to training and improving her skills. For example, she has completed training on the revised Early Years Foundation Stage. This helps to reinforce her knowledge of the expectations of the new framework. She encourages parents to offer their feedback to her about her service and takes good account of children's individual interests. This supports her self-evaluation processes appropriately. The childminder knows what she needs to do to support each child further and what she could do to improve her provision. She has some good ideas to make future improvements to her practice that will benefit children in her care. She takes positive steps to improve provision for the children by talking regularly with local childminders and other early years professionals. However, she has not yet developed a clear and targeted plan to demonstrate how these improvements will be addressed, in order that the provision for children improves.

The childminder acts on the support she receives from the local authority advisors to benefit her childminding and to improve the care and learning for children. She builds positive relationships with parents. She provides a flexible service and communicates with parents about their children's welfare needs. The childminder recognises the importance of developing effective communication with other professionals involved in children's care and learning, such as other settings children attend. She knows the staff of the local pre-school and school well. She works closely with them to provide relevant information about the children she cares for. This results in continuity of learning and care for the children she cares for.

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	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 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 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	260128
Local authority	Derbyshire
Inspection number	790267
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	28/01/2009
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, 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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