

Inspection date

Previous inspection date

22/04/2013

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

- The childminder is skilful at observing what children can do in order to identify each child's stage of development.
- There is effective ongoing communication with parents and carers to ensure that children's needs are met.
- The childminder is very consistent and fair in her management of children's behaviour so that from an early age children develop an understanding of right and wrong.
- Children develop independence in their play due to the effective organisation of the toys and resources.

It is not yet good because

- The childminder has not kept up-to-date with her first aid training which potentially compromises children's health in the event of an accident.
- The childminder does not consistently use information gathered on children's next steps effectively, to support their learning and development.
- Information shared with parents and carers about children's learning and development so that they can support it at home, is not fully developed.
- Self-evaluation is not yet fully developed to evaluate all areas of practice or identify priority areas for improvement.

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 observed activities in the playroom.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of children's learning records.

Inspector

Justine Ellaway

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 partner and one child aged one year in a house in Derby. The whole of the ground floor and the rear garden is used for childminding.

The childminder attends local stay and play sessions. She collects children from the local school.

There are currently two children on roll, one of whom is in the early years age group and attends for a variety of sessions. She operates all year round from 5.30am to 5pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- ensure that a paediatric first aid certificate is maintained to promote children's good health in the event of an accident
- develop the use of information gathered on children's stage of development to consistently plan a challenging experience for each child.

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

- develop the partnership with parents and carers so that they are given accurate and precise information to support children's learning at home
- develop self-evaluation of the practice so that it is rigorous in evaluating all areas and gathering the views of parents, carers and children to benefit the children who attend.

Inspection judgements

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

The childminder provides a suitable range of activities to support children's learning and development, across the areas of learning. She demonstrates a sound understanding of the Early Years Foundation Stage and is particularly skilful in observing children's progress. Her observations are relevant and clearly evidence what children can do. The childminder then suitably assesses this information and identifies each child's stage of development and where they need support. However, she is not using this information consistently, particularly during adult-planned activities, to support children's next steps.

Children's independence is well-promoted, due to the effective organisation of toys and resources. Younger children regularly select their own toys. They also pull themselves up against the toy boxes and furniture which promotes their physical development. During a painting activity, a child recognises that they cannot reach a tool and pulls the tray closer, demonstrating problem-solving skills. The childminder gives children plenty of opportunity during free play to explore the environment with supervision, but without her intervention. As a result, children enjoy spending time playing with particular toys. For example, a child fits hoops onto a toy in the correct order and attempts to fit the last piece at least five times.

The childminder effectively encourages children's participation by sitting with them and supporting them. Through praise and a positive tone of voice, as well as showing an interest in what they do, their engagement is supported. For example, children engage in a potato printing activity for long periods of time. The childminder repeats words and gives simple instructions to support children's language development. Children babble and show enjoyment through squeals whilst they play. Children enjoy the opportunity to get messy and explore what paint feels like on their fingers. During free play, the childminder uses some hoops as 'glasses'. Children giggle and attempt to copy and develop their physical skills as they grasp and manipulate objects. However occasionally, the childminder misses opportunities to model how to use toys and resources to further support children's learning.

Children benefit from regular outings to stay and play sessions within the community. These opportunities help develop children's social skills in preparation for later transitions to nursery and school. Some relevant information is shared with parents and carers about children's next steps and supports children's learning at home. However, this has not been developed fully in order to share all information that the childminder has gathered.

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

The childminder is a very warm, friendly and welcoming person. As a result, children settle well and are very comfortable in the setting. She has ongoing communication with parents and carers to ensure that children's needs are met. Children feel emotionally secure in the care of the childminder; they cuddle her when they are tired and are comfortable when having their nappy changed. Children also develop a good relationship with other children in the setting.

A strength of the childminder is her management of children's behaviour. She is very consistent and fair with all children. She gives clear and simple explanations to support

children's understanding of right and wrong. This means that even younger children are learning that they have to share the toys and resources. They demonstrate high levels of patience for their age and will wait for their turn if they want to play with a particular toy.

The childminder supports younger children's understanding of safety by sensitive reminders of what they should not touch. She talks to older children about road safety when they are out and about. She talks to children about healthy snacks so they learn about healthy choices. The childminder has given satisfactory consideration to what information she would share with other settings that children attend. Gathering information about children's stage of learning and development would enable her to provide consistent support.

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

The childminder has a suitable understanding of her role in safeguarding children. This includes the use of mobile phones and cameras within the setting. The childminder can explain the procedure to follow if there were any concerns about a child. The childminder has completed risk assessments and makes the written documents available for parents and carers. The childminder occasionally works with an assistant, and has seen some relevant information to evidence her suitability.

The childminder demonstrates a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. On the whole, she has implemented these effectively and made a positive start to her childminding business. However, she has not been proactive in ensuring that she keeps her first aid certificate up-to-date. A small lapse potentially compromises children's good health.

The childminder has suitable systems in place to monitor children's progress and any gaps in the delivery of the areas of learning. The childminder is reasonably reflective, but has not yet developed this to cover all areas of practice and identify priorities for improvement. She is very positive in her attitude to feedback on her practice and how she can improve. However, she has not yet fully considered how she will routinely gather the views of parents and carers to inform her practice. The childminder has begun to consider how to develop a partnership with other settings that children attend, to support a smooth transition for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that there is an appropriate first aid qualification (Welfare of the children being cared for).
- take action as specified above (Welfare of the children being cared for).

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	EY451228
Local authority	Derby, City of
Inspection number	889998
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
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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