

Inspection date	26/03/2013
Previous inspection date	18/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children make good progress in their development because the childminder provides challenging experiences that stimulate and meet their individual needs well.
- Children benefit from secure and warm relationships with the childminder that enable them to feel safe and at ease in her care.
- Children are well behaved and polite. They are rapidly developing their social skills, as they follow the good examples set by the childminder.
- The childminder has established good partnerships with parents and carers, promoting continuity of care and learning for children.

It is not yet outstanding because

- The childminder is not using photographs of children or their families as part of her visual prompts. Therefore, opportunities to strengthen children's sense of belonging and for them to talk about their families or events in their life, while at the childminder's home, are not maximised.
- The childminder does not label resource boxes to make it easier for children to find the resources, which they need or to support their understanding that print carries meaning.

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 had discussions with the childminder and spoke to the children throughout the inspection.
- The inspector observed children in their play and eating lunch.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of the childminder's qualifications, self-evaluation and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

The childminder has been registered since 2004 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 13 years in Chesterfield, Derbyshire. The whole of the ground floor, the upstairs bathroom and front bedroom of the childminder's home are used for childminding purposes. There is an enclosed rear garden for outdoor play.

The childminder operates Monday to Friday, 7am until 6pm, all year round, except for family and bank holidays. She is currently minding 12 children, of whom four are in the early years age range. They all attend on a part-time basis. The childminder collects children from neighbouring schools. The family has two dogs and three rabbits.

What the setting needs to do to improve further

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

- strengthen children's sense of belonging further by extending the use of photographs in the playroom to encourage children to talk about their families and events in their lives

- support children to find resources easily and understand that print carries meaning by providing labels for resource boxes.

Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development through play and provides them with challenging experiences to enhance their learning. She obtains purposeful information from their parents about what children know, understand and can do when they start with her. She uses this information effectively to plan activities that interest children from the start. The childminder assesses the children regularly by observing them while they play. She uses this information effectively and identifies children's learning priorities, their skills, abilities and needs. As a result, children are engaged in interesting, purposeful and worthwhile activities at all times. She obtains information to support her understanding of children's progress. This includes examples of children's work, written observations and parental feedback. The learning records include evidence that children are making good levels of progress in relation to their starting points. This ensures that they are gaining vital skills in preparation

for the next stage in their learning, such as school. The childminder has put in place a process, to complete the progress check at aged two years, when necessary.

Children are enthusiastic and keen to learn, demonstrating the characteristics of effective learning. The childminder organises several adult-directed activities and takes children out to local toddler groups to extend the experiences, which they can participate in. She is actively engaged in children's play, offering many opportunities for them to explore and investigate using a variety of tools and equipment. For example, children particularly enjoy making things and experiment with different types of art and craft materials. The childminder recognises this and provides a wide selection of media, such as, sticky foam shapes, glitter, sequins, sparkles and card. She encourages the children to make Easter cards. Children handle the glue spreaders and materials appropriately to make individual creations and write their names accurately on their card. They express pride in their achievements as they smile when praised and return to the activity with great excitement. This activity promotes several areas of development. For example, they are learning to think, they are practising early writing and fine handling skills and learning about cooperation as they share the materials. The childminder promotes children's physical skills on a daily basis, both indoors and outside. Children complete peg puzzles, use tools, such as brushes, and have regular use of large play equipment at the parks, where they learn to climb, balance and run around.

The childminder fosters children's communication skills efficiently. She uses questioning and encouragement to extend children's language development. Children communicate continually and effectively with the childminder and each other. The childminder promotes children's enjoyment of books imaginatively as she reads their chosen stories to them in a stimulating and interesting way, while sitting comfortably together on the sofa. When exploring books alone, children show a keen interest and have the skills to turn the pages correctly, in the right direction. As a result, children learn that books bring pleasure and are exciting to read. Children use numbers for counting in their everyday play and routines. They take pleasure in baking, when they learn about space, shape and measure. They weigh out the ingredients and place the cake mixture into the cake cases, estimating how much they need to fill the cake cases. Children are provided with activities that encourage them to count numbers and sort objects in their everyday play. For example, they use shape sorters and sort toys by colour and size. This helps them to develop early mathematical skills.

Children's future skills are encouraged as the childminder promotes the use of technology in their play. They demonstrate confidently how they use battery operated games and switch on and off musical toys. Children have an understanding of the world they live in because the childminder encourages them to investigate the natural environment. They enjoy activities, such as, growing plants and vegetables, collecting leaves and examining the weather conditions. These outdoor activities provide opportunities for children to get close to nature and develop their sensory awareness.

Parents' comment that they are well informed about their children's progress. They are encouraged to see their children's 'learning journeys' and comment on their progress. This provides a good two-way flow of information to support the childminder as she assesses children's progress and makes plans for their future learning. She offers individual time for

the parents to find out about their child's development daily, at pick up time, so that they are fully involved in their learning.

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

Children have a secure attachment with the childminder and make good friendships with each other. The childminder is a positive role model. She sets good examples to children and encourages them to be helpful, kind and polite. They are respectful of people's differences, as they explore their own cultural festivals and those of others through planned activities. For example, children participate in celebratory events, such as the Chinese New Year, which helps them to explore people and communities. Children enjoy painting and making snakes and dragons. They engage in regular social activities, which help them to develop an effective awareness of different people in the local community.

The childminder takes children to the local toddler group. They meet up and play with other children and make new friends, which supports their personal and social development well. Children's behaviour is good and the childminder consistently offers words of praise for their achievements. They demonstrate good manners as they say 'please' and 'thank you' without prompting. As a result, children have a willingness to participate, learn and develop good habits for the future. They learn about taking turns and sharing while playing. They understand rules of expected behaviour, such as tidying toys away when they have finished playing with them. The childminder provides effective support for children preparing for their transition to school, such as, through discussion, activities and school visits as necessary.

Children enjoy coming to the childminder's home because she provides a welcoming and stimulating learning environment. A good range of toys and resources ensure that the children are able to make choices for themselves, which supports their independence. However, the childminder does not label resource boxes to make it even easier for children to find the resources, which they need or to help them learn that print carries meaning. She has also begun to make good use of visual prompts, such as, posters and pictures of story characters by displaying them in the playroom. However, these visual prompts do not include photographs of children and their families that help to build on their sense of belonging and encourage them to talk about home life and events in their lives. Children are happy and settled and show levels of independence. They move confidently to select favourite toys and initiate role play with their friends. The playroom is organised to provide comfortable areas for rest and play and direct access to outdoor play in the secure rear garden.

The childminder actively promotes the children's good health by following effective health and hygiene routines. She provides nutritious meals and snacks and fully encourages children to eat a healthy diet, including fresh fruit and vegetables. Children develop a strong understanding of adopting a healthy lifestyle. They regularly access the garden or local park to run in the fresh air. This enables children to develop an awareness of exercise. The childminder efficiently helps children to have an awareness of maintaining their own safety and that of others. For example, she talks to the children about climbing on the wall outside and road safety when they are on outings. Children show that they

feel safe as they move purposefully and confidently around the childminder's home. They are highly motivated and prepared to try new experiences. Children demonstrate their attachment as they regularly seek and receive reassurance from the childminder, who is very attentive, supportive and kind.

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

The childminder demonstrates a secure knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She has researched the revised framework and demonstrates a good awareness of the seven areas of learning. Therefore, children make good progress in their learning and development. The childminder has a strong understanding of her responsibilities with regards to safeguarding children. She has a written safeguarding policy, which details what action she would take if she did have a concern. Risk assessments are comprehensive and implemented and take account of all areas, which children have access to. The process is effective in identifying and minimising risks to children.

The childminder is a reflective practitioner, who closely monitors the quality of the service she provides. She uses the 'Development Matters in the Early Years Foundation Stage ' booklet and from this is able to identify that the children she minds are progressing within their expected development bands. She monitors her practice through self-evaluation. The childminder is fully aware of her key strengths and the areas that she wishes to develop to further improve the quality of care she provides for children. She has successfully completed her recommendation from the last inspection to identify children's next steps and use them to plan challenging activities. This she does thoroughly and understands the children's learning and development needs well. The childminder is effective in ensuring that she regularly reviews and updates all records, including children's contracts and information, along with the settings written policies and procedures. She is also proactive in seeking feedback from parents. Parents speak highly of her service and her commitment to meet their children's needs. She understands the importance of continuous professional development and has completed a varied selection of early years workshops, which enhance her practice and have a positive impact on children.

The childminder works in partnership with others and has developed links with the nearby schools and pre-schools. She communicates with other practitioners and professionals to gain new ideas and develop further good practice to meet the needs of the children. The childminder has strong relationships and works well with parents and effectively shares a good range of information. This helps both the parents and childminder to have a good understanding of the children's overall achievements at home and while at the childminder's home, to promote children's learning and welfare over time.

Arrangements for other people to care for the childminder's minded children in an emergency are effective. The childminder has an agreement in place for a qualified, experienced and appropriately checked person to care for minded children should an emergency arise. Parents are always informed of any incidents where their children are

required to go with the emergency contact and have signed permission slips to agree to this. As a result, the children are kept safe and secure at all times.

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	EY284676
Local authority	Derbyshire
Inspection number	910394
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	18/10/2011
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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