

Inspection date

07/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are happy, keen to learn and rapidly growing in self-assurance because of the warm relationships quickly established with the childminder and the interesting experiences provided for them.
- Children make good progress in their development because the childminder provides challenging experiences that stimulate and meet their individual needs well.
- 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 does not always use the garden environment effectively to help children develop their first hand experiences and explore the natural world.
- The childminder does not include photographs of children, their families or trips out as part of her visual prompts. This does not maximise opportunities for children to talk about past and present events in their lives.

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 held discussions with the childminder and spoke to the children.
- The inspector observed children in their play, focused activities, outside and meal times.
- The inspector held a joint observation with the childminder.
- The inspector looked at children's assessment records, learning journeys records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her documentation and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and three years in a house in Mickleover, in Derby. The whole of the ground floor, two bedrooms on the first floor, a first floor bathroom and the rear garden are used for childminding. The childminder operates all day Monday to Friday, all year round.

There are currently seven children on roll, of whom two are in the early years age range. Children attend on a full-time and part-time basis. The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. She is a member of the Professional Association for Childcare and Early Years and has had support from the local authority.

What the setting needs to do to improve further

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

- develop further the garden area so that children can have first hand experiences of exploring the natural world, for example, digging in soil or watching wind streamers blow

- enhance children's learning further by extending the use of visual aids and thereby increasing opportunities for children to talk about their families and what they do with the childminder. For example, display photographs of children and their family and outings out with the childminder.

Inspection judgements

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

Children enjoy attending because the childminder provides a welcoming and stimulating environment. She has a good understanding of how to promote children's learning and development through play and provides children with challenging experiences to enhance their learning. She obtains a good level of information from parents before the children start with her, about what they can do, their likes and dislikes. She uses this information effectively along with her own observations to form the children's 'starting points'. As a result, children settle quickly because the activities provided are of interest to them. The childminder makes regular observations of the children's as they play to see their achievements. She efficiently uses these observations to identify children's next steps in

their learning and to plan exciting and stimulating activities that challenge and enhance children's learning effectively. The childminder gathers information to support her understanding of children's progress, which is recorded in children's 'learning journey' records. These include examples of children's artwork and drawings, written observations and parental feedback. They 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 successfully completed the progress check at age two and has shared this information with effectively with parents.

Parents are well informed of their children's learning. They discuss their children's achievements daily and have opportunities to look at their 'learning journey' records. Furthermore, parents comment on the good progress and inform the childminder of things their children have been doing at home. This helps to provide continuity of learning for the children, as both parties are aware of their achievements and can help children accordingly to increase progress over time. As a result, the parents know what their children are going while in the childminder's care and they can extend children's learning opportunities at home if they wish.

The childminder organises several adult-directed activities and takes children out to local toddler groups to extend the opportunities they can take part in. Meeting up and playing with other children and making new friends, supports children's personal and social development well. The childminder makes good use of visual prompts, such as, posters and pictures of people from around the world, that are displayed in the playroom. However, these do not yet include photographs of children and their family. Consequently, children have few opportunities to talk about home life or events they have enjoyed with the childminder. The childminder promotes children's physical skills on a daily basis. For example, they enjoy using tools and toys, such as, peg puzzles, play dough tools and paintbrushes, to help their handling skills. Children love being outside, they have regular use of large play equipment, both at parks and at home, where they learn to climb, balance and play ball games. This helps their physical development well. Children are beginning to grow sunflowers and visit places, such as, the woods to learn about the natural world. However, the outside environment is in the early stages of development and is not yet effective enough to help children investigate first hand experiences to enable them to thoroughly explore the natural world. For example, watching wind chimes blow or digging for 'worms'.

Children are enthusiastic, inquisitive and keen to learn, demonstrating the characteristics of effective learning. The childminder has high expectations of the children and motivates children well. She interacts with children effectively, engaging with them positively during activities and play. For example, while children play in the sand, the childminder constantly chats to them about what they are doing, she asks open-ended questions and encourages them to think. This is clearly demonstrated, as she extends their play by hiding the 'play people' for children to find, asking them about the textures of the sand and encouraging them to build sandcastles. She effectively expands this activity, as she encourages the children to open a container to find out 'what's inside'. On finding out it is shells, the children use them imaginatively and decorate their sandcastles and make patterns. The childminder uses the shells efficiently to enable the children to develop their

mathematical skills. She asks the children to count the big and little shells and to sort them by size and categories, which they do accurately. To further develop children's problem solving and curiosity, she suggests that they might see if the shells 'sink' or 'float'. Children willingly move onto this activity and experiment with objects. The childminder uses this well and extends their mathematical language by asking them if the shells are heavy or light and comparing them with different objects.

Children's language is developing effectively because the childminder extends their vocabulary through introducing new words. She challenges their levels of communication by using suitable questions and comments. For example, while children play shops, the childminder constantly asks the children; 'What can I buy?' 'How much is this?' 'When is the shop open?' Consequently, the children answer her questions and developing their thinking and language skills efficiently. The childminder shows a genuine interest in what the children are saying and doing. As a result, their confidence and self-esteem is developing well.

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

The childminder provides a warm and safe environment where children feel safe. Parents provide the childminder with background information to ensure that she can meet children's individual welfare needs effectively and ease the transition from their home and into her care. She provides strong attachments with the children and trusting relationships with them so they are confident and happy to be there. For example, children interact freely with the childminder and snuggle on the childminder's lap to look at a book together, demonstrating that they feel secure with her. The childminder is a positive role model. She sets good examples to children and encourages them to be helpful, kind and polite. She continually praises the children and acknowledges their achievements. As a result, children build their self-esteem well.

The childminder organises her home effectively to support children's well-being and learning. She provides a welcoming and stimulating learning environment and a broad range of resources that promote the seven areas of learning efficiently. These resources are stored in the designated playroom and are accessible to the children. The storage boxes all have labels or pictures on them to help the children make informed choices and to help children to understand that print carries meaning.

Children are well behaved and learn to share during everyday activities, as the childminder provides simple explanations and re-enforces what is expected of them. Children 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. They engage in regular social activities, which help them to develop an effective awareness of different people in the local community. The childminder promotes children's self-help skills as she encourages them to take their own coats and shoes off when they return from their outings. The childminder also emphasises good hygiene practices. For example, in the bathroom, children use liquid soap and individual towels. This helps children to understand the importance of health and self-care, as they independently learn

to wash their hands. These opportunities help to prepare children effectively for their next stage of learning, to pre-school or school and this aids their transition. A smooth transition on to pre-school or school is achieved because the childminder helps children prepare for this time of change through providing books and taking children to visits the local schools.

Children participate in purposeful activities that support their understanding of their safety. For example, they practise the fire drill, learn about the 'green cross code' and read books about fire fighters to keep themselves safe through everyday routines and when on outings. The childminder and children talk about healthy options for snack time. This supports children's good awareness of healthy choices, such as, various fruits and vegetables. Children participate in a range of physical activities both indoors and outdoors and have opportunities to enjoy the fresh air daily. This supports children's understanding of the importance of regular exercise and a healthy lifestyle. Children help by getting plates and cups out of the cupboard and older early years children help with the preparation of food to develop their independence further. Children sit at the table to eat snack and meals and this supports the development of their social skills.

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

The childminder demonstrates a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has detailed guidance and up-to-date legislation at hand should there be any concerns regarding any child's well-being. A comprehensive written safeguarding policy and procedures are in place which supports her in her role. This assists her in keeping the children safe. She places high importance on promoting children's safety and conducts both visual and written risk assessments, both of the home and for any outings. This effectively minimises hazards to children and keeps them safe. The childminder has a valid first aid training certificate, so that she is prepared to deal with any accidents that may occur. Children's welfare is further protected because of the childminder's practice and procedures relating to accidents, medication and sickness.

The childminder has fully researched the revised framework and demonstrates a good awareness of the seven areas of learning. She watches the children as they play, talks to them and their parents about the activities they are participating in. She evaluates children's learning through using the Development matters in the Early Years Foundation Stage guidance booklet. As a result, she knows the children she minds are progressing with in their expected development bands. Therefore, she is able to demonstrate that children make good progress in their overall development.

The childminder is a reflective practitioner who closely monitors the quality of the service she provides. She monitors her practice well. Through self-evaluation she is fully aware of his key strengths and the areas she wishes to develop to further improve the care for children. Her plans are well targeted and realistic. She understands the importance of continuous professional development and has completed a varied selection of early years workshops. She wishes to improve the children's learning by developing her knowledge further by completing a professional childcare qualification, which will enhance her

practice and provide more ideas and activities to share with the children.

She is proactive in seeking feedback from parents. Parents speak highly of her service and her commitment to meet their children's needs. She has strong relationships with the parents. The childminder works well with parents, which enables her to meet children's continually changing needs. She keeps parents well-informed about their children's daily activities and care routines, talking to them in detail as they pick up their children. To further this, she uses daily diaries, emails, text messages and letters. Parents indicate they are happy with the care the childminder provides through their testimonials. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to access good support for children when necessary. She has strong links with the local pre-school and has devised ways of working with the staff to secure continuity in children's learning and care.

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	EY453961
Local authority	Derby, City of
Inspection number	895555
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	7
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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