

Inspection date

Previous inspection date

02/04/2013

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

- Children form secure attachments with the childminder. They show confidence in taking the lead in play because the childminder supports them appropriately.
- The childminder provides toys that children enjoy playing with to help support and enhance their learning and development. This is because the childminder understands how children learn through play.
- The childminder and assistant work well together. They offer a consistent and friendly service to children and their family.

It is not yet good because

- Parents are not kept fully up-to-date with their children's progress in order that they can continue to support their children's learning at home.
- The childminder does not maintain a record of the names of the children being cared for on the premises or their hours of attendance.
- The childminder does not consistently use mathematical language in everyday routines or play in order to extend children's understanding of numbers and enhance their mathematical skills.
- Children do not fully benefit from the childminder's way of reflecting on the practice she delivers. This is because she does not regularly include the views of parents and children to identify strengths and areas for development.

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 with the childminder, her assistant, and interacted with children at appropriate times throughout the inspection in various rooms of the childminder's home.
- The inspector completed a joint observation with the childminder.
- The inspector sampled a selection of documentation including the childminder's self-evaluation document, children's learning journeys, written policies and children's records.
- The inspector took account of the views of parents as previously shared with the childminder.

Inspector

Judith Rayner

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and son aged three years, and her mother and father in a house in Clipstone village, near Mansfield, Nottinghamshire. Most of the ground floor of the home and the rear garden are used for childminding. The family has three dogs as pets.

The childminder attends a toddler group, library and activities at the local children's centre. She visits the shops and park on a regular basis. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6am to 6pm, Monday to Friday, except family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- develop the educational programme for mathematics further by, for example, providing greater opportunities for children to improve their number skills, such as introducing activities to help them count everyday objects and their favourite toys
- use self-evaluation more effectively by taking into account parents' and children's views and use these to monitor, analyse and assess strengths and weaknesses to drive improvement.

Inspection judgements

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

The childminder understands that children develop and progress at different paces and have different interests in their play. She gathers useful information from parents about children's likes and abilities when they begin to attend the setting. She uses this information as a base line for her to plan interesting and age-appropriate activities for individual children. The childminder also uses Development matters in the Early Years Foundation Stage as a guide to assess children's stage of development. She then observes children in their play and uses photographs and written comments to track their progress. The childminder records this evidence in each child's own learning journey file and comments on what she will do next to support them in reaching their next challenge. However, this information about children's learning is not consistently shared with parents

so they can support their child's progress and learning at home. The childminder is aware of liaising with other professionals to help prepare children for their move to school.

Children enjoy their time with the childminder and her assistant and they quickly become absorbed in imaginative play. They show confidence in having a go by using tools to twist and turn bolts and screws. Children match shapes and work out how to lock pieces of wood in place. They show a sense of achievement through smiles and pointing out when they have completed the task. The childminder praises children on their achievements, which encourages children to explore their environment further. Children initiate their own play well and are supported appropriately by the childminder and her assistant. For example, children play with the role play kitchen set. They select toy food to cook with, and plates and utensils while confidently directing adults where to sit and wait for their food. Children improvise well using various objects and imagination to carry out tasks, such as, washing their hands, cooking food and serving it up for each adult. They develop their language skills well by giving clear instructions to adults to wait for all the food to be handed out ensuring that everyone is treated equally. This also demonstrates that they show care and consideration for others. Children become absorbed and involved in their play because the childminder interacts appropriately and gently guides children to extend their play. For example, she talks to them about what they are cooking and how the oven may be hot to touch and how to keep safe.

Children are confident in their own choices and happy to take the lead in their play. For example, as they rummage through the low-level draws and boxes gathering more toy food they find a flag. Again the children direct adults in a new game of races. Children wave the flag saying 'ready, steady, go!' The race ends in the living room where children settle and become absorbed in the cars and garage. They name colours of cars and talk about the differing sizes. However, children are less interested in using numbers to count and the childminder does not make good use of everyday play opportunities to promote their interest and learning in this area. Children use their fine muscle skills well as they manoeuvre trucks and cars of differing sizes around the floor and on the garage. Furthermore, they hold playing cards placing them carefully out on the table as they match pictures. Children are supported well in the prime areas of learning. The childminder understands the importance of embedding these skills with the children and provides some appropriate activities when introducing the specific areas of learning. Therefore, children are beginning to gain the key skills for the next steps in their learning, including school.

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

The childminder works with parents to help meet the care needs of their child. Flexible arrangements are in place to help children settle at their pace with agreement from parents. As a result, children settle well and they are forming secure attachments with the childminder and her assistant. The childminder helps children become independent and confident by placing toys and activities so they are easily accessible for them. For example, cars and garages are placed on the floor and drawers are labelled helping children to make their own choices in their play.. The childminder and her assistant praise children on the smallest of achievements helping them feel good about what they do and

to build their self-esteem. For example, they use positive words, such as 'well done' supported by smiling and soft tones in their voice. The childminder and her assistant are consistent in the messages they deliver to children about boundaries and expectations. As a result, children are gaining an understanding of appropriate behaviour in the setting.

Favourite toys are put out on the floor helping children feel relaxed and comfortable during their play. Children move around the rooms confidently because the childminder ensures there is plenty of safe space to do this. She uses the rooms in the home to suitably support the ongoing and changing needs of children, as well as established routines. For example, children know that all meals are taken in the kitchen/diner. The childminder helps children learn about safety. For example, she involves them in practising emergency evacuation drills. As a result, children are becoming familiar with what to do should they need to leave the house quickly in order to keep safe. From a young age children learn the importance of hand washing. Each child recognises and uses their own coloured hand towel to dry their hands on. This daily task helps them learn how to keep themselves healthy and stops germs spreading. Healthy, light meals and snacks are offered to children in accordance with their individual dietary requirements, such as sandwiches and fresh fruit.

Children spend time outdoors in the secure back garden as well as spending time at the park. This helps them develop their large muscle skills through exercising. The childminder takes children to the shops so they learn to develop their social skills and they visit local community facilities, such as the library and children's centre. This offers children new experiences, which helps to prepare them for the transition to pre-school or school.

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

Children are suitably protected. The childminder and her assistant understand their role and responsibility to safeguard children. They are confident in what they need to do should they have any concerns regarding a child in their care. Parents are informed of their role and responsibility to safeguard children because the childminder shares a clearly written and updated policy supported by discussions. Furthermore, the childminder and assistant understand that it is important to ensure that children are safe in their care at all times. Children are supervised well inside the home, garden and when on outings. The childminder and her assistant work suitably together, following consistent procedures in the care they deliver, which benefits children. Suitably written risk assessments are completed to ensure all areas that children access, are safe to do so. An appropriate range of written policies and procedures are shared with parents from the onset. However, she does not yet keep an accurate record of children's actual hours of attendance which, although this has minimal impact on children's safety, is a breach of a legal requirement. This is also a breach of requirements of the compulsory and voluntary parts of the Childcare Register. All records are held securely in a lockable case and only shared with the parents of the child.

Children are beginning to benefit from the way the childminder reflects on her care practice. She has sought further information and developed her knowledge of the learning

and development requirements of the revised Early Years Foundation Stage Framework. As a result, she understands about monitoring children's progress in their learning. The childminder regularly talks to her assistant, reflecting on how the day has gone. For example, they discuss how activities have worked and children's progress and how to support their ongoing needs. However, the system for self-evaluation has not been effectively established to include the views of parents and children in order to drive improvement. The childminder understands about sharing information between settings when children attend more than one provision. Partnerships with parents generally work well, although less information is shared about children's learning. The childminder understands and values their involvement regarding the care of their child. She talks to them about what their children have been doing and what they have enjoyed. From the onset she shares information about the service she provides by talking and going through the written policies and procedures. This supports parents in understanding how their child will be cared for at the childminder's home and when on outings.

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 a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (Records to be kept)
- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (Records to be kept).

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	EY451394
Local authority	Nottinghamshire
Inspection number	884659
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
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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