

<b>Inspection date</b>	02/07/2013
Previous inspection date	16/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children benefit from secure and warm relationships with the childminder that enable them to feel safe and at ease in her care.
- The childminder has a secure understanding of how to support children's learning and development. Consequently, children make good progress with their learning.
- 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 develops effective partnerships with parents and communication is good, which helps ensure she consistently meets children's needs.

### **It is not yet outstanding because**

- Older children are not always provided with opportunities to write for purpose independently while they play, to enhance their early literacy skills.
- The childminder does not always encourage the children to use the garden to investigate the natural world.

## 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, participating in focused activities, outside play and mealtimes.
- 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 her policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, and adult child in Ilkeston, in Derbyshire. The whole ground floor, along with the third bedroom of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder operates all day Monday to Friday from 7.30am until 6pm, all year round.

There are currently 15 children on role, five of whom are within the early years age range. Children attend on a full and part-time basis including before and after school and during school holidays. The childminder walks to local schools to take and collect children. 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:

- increase the opportunities for older children to write for purpose and independently while they play, to enhance their early literacy skills. For example, writing shopping lists or leaving messages during role play
- 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.

## Inspection judgements

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

Children are progressing well and are confident in this childminder's care. The childminder knows the children she cares for well, because she obtains relevant information from the parents about their likes, characteristics and capabilities. She uses the information along with her initial assessment of the children to form her 'starting points'. As a result, the childminder can provide activities that interest the child from when they start. Consequently, children settle quickly into her care. The childminder continues to teach, observe and assess the children while they play. She uses this information well to identify children's next steps and inform her planning effectively. As a result, she can provide challenging activities that are of interest to the children. Assessment is robust enough to enable the childminder to complete the progress at age two check effectively.

Parents are involved with their children's learning from the start. They are able to discuss their child's progress at drop off or pick up times. The childminder arranges times for parents to look at their children's 'learning journey' records. These records contain observations, photographs and children's work, which show the children's achievements. Parent comment in the records that they are 'happy with the progress their children are making'. The childminder further involves the parents with their children's learning by making suggestions of how they can help them at home. For example, completing jigsaw puzzles, writing their names and practising counting.

Children are active learners, they enjoy their play, finding out and exploring new ideas. They participate effectively in their play and complete tasks, they are willing to have a go and concentrate well. They maintain focus and demonstrate they are investigating activities and seeking challenge. The childminder motivates the children well, she provides for their needs and enhances their learning efficiently. For example, the childminder plans a painting activity. Children eagerly gather their aprons and join the childminder at the table. Together they decide what colour paint they will use and mix colours to make the paint, developing problem solving skills effectively. Children freely choose what they paint and draw pictures of themselves, using their creativity. The childminder uses this activity and introduces shapes, children recognise the shapes and draw their own. The childminder values their work and praises the children accordingly.

The childminder supports communication and language development well. She is constantly talking to the children. She holds purposeful conversations, asks open-ended questions and introduces new words to enhance children vocabulary. She sensitively encourages young children to learn words to enhance their speaking skills. For example, she says slowly the word 'banana' as young children eat snack. She repeats the word and finally young children repeat what she is saying. The childminder, smiles and claps and the children say the word again. Children love books and use these independently. They turn pages carefully and look at the pictures. They snuggle with the childminder and listen to the stories she reads. She uses props to help the children to concentrate and be involved in the stories. Children listen attentively and answer questions accurately. This helps children to understand the stories well, which helps their early literacy skills. However, older children do not have opportunities to write for purpose while they play or to experiment with writing independently. For example, writing shopping lists and messages during role play.

Children's physical skills are developing well. They have many opportunities to handle a selection of toys and equipment. For example, children use chunky chinks, paintbrushes and scissors skilfully. They complete jigsaw puzzles and use construction toys and make necklaces using threading skills and beads, demonstrating good control and co-ordination. Moving skills are encouraged as children use the garden daily. They move confidently in a range of different ways negotiating the space and using a variety of equipment. For example, they crawl through the 'caterpillar' tunnel, climb and balance as they use the slide. They negotiate the obstacles as they rise sit-and-ride toys and learn to catch and throw balls. The childminder helps to develop these skills, by taking the children to the local park. Here, they can use a wider range of larger equipment and plenty of space for them to run around. Children love being outside and the childminder has planted bulbs

with the children. However, she does not always encourage the children to use the garden for investigations of the natural world. For example, by introducing chimes and streamers to investigate the wind or a digging plot for children to dig for worms.

Children use mathematical skills in their everyday play and count by rote accurately. The childminder provide activities that enhance this area of learning well. She bakes with the children and use the scales to recognise the numbers and find out how many containers of water fill a jug while playing in the water. She uses mathematical language throughout children's play, such as 'full' and 'empty'. Children use cause and effect toys effectively, by pressing buttons and lifting flaps and using a toy computer. Younger children are fascinated by the noises the toys make and older children use the toys skilfully. These skills prepare children for school or the next steps in their learning.

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

Children are happy and content in the childminders welcoming home. They have a secure attachment with her and make good friendships with each other. The childminder sensitively and skilfully helps children to settle in. Through close liaison with parents, she gains a good understanding of children's likes and dislikes, and individual routines. She recognises when children become tired and settles them down for their morning sleep. The childminder makes sure that all children feel valued and included, involving them all during play activities and routines. She is considerate and responsive to the children. This ensures they are secure and feel comfortable in various situations. 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. They engage in regular social activities, which help them to develop an effective awareness of different people in the local community.

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 share while playing. They understand rules of expected behaviour, such as tidying toys away when they have finished playing with them. Children have valuable opportunities to develop their independence. The childminder encourages children to do as much as they are able for themselves. For instance, putting on their shoes and coat by themselves and helping to prepare snack. A good range of toys and resources ensure the children are able to make choices for themselves, which supports their independence. They move confidently to select favourite toys and initiate role play with their friends. The home 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 children's awareness of maintaining their own safety and that of others. For example, she talks to the children about climbing on furniture in

case they fall and hurt themselves and road safety when they are on outings. Children also participate in fire evacuation drills which help them be aware of how to keep themselves safe in these situations. The childminder encourages the children to take risk for themselves, and provides reassurance and support when required.

Children benefit from the childminder promoting healthy lifestyles through discussion and play, which effectively contributes to their physical well-being. The childminder offers a healthy diet, provides nutritious meals and snacks and fully encourages children to eat well, including eating fresh fruit and vegetables. They regularly access the garden or local park to run in the fresh air. They benefit from walking to and from school. These opportunities enable children to develop an awareness of exercise. Ongoing discussions with parents about children's medical needs, means the childminder has a clear understanding of how to support children's good health.

The childminder understands the importance of smooth transitions to other settings. She works closely with parents. She liaises well with other early years establishments and passes on relevant information to ensure a consistent approach to children's learning and development.

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

The childminder meets her responsibilities in upholding the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage at all times. She has attended training in child protection to ensure her knowledge of the signs, symptoms and the reporting procedures are secure. She has clear referral details in place should she have concerns about a child in her care. This means she is able to take prompt and appropriate action in the event of a concern about children's safety. The childminder has developed a clear set of written policies and procedures. She completes comprehensive records for the efficient management of the service she offers. Risk assessments are detailed and implemented, and take account of all areas children have access to. The process is effective in identifying and minimising risks to children. She accurately completes accident and medical administration records. The childminder regularly reviews and updates all records, including children's contracts and information, along with the setting's written policies and procedures.

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 demonstrates a good awareness of the seven areas of learning and the revised framework. Consequently, children make good progress in their learning and development. The childminder is a reflective practitioner who closely monitors the quality of the service she provides. She uses the guidance documentation from the Development Matters in the Early Years Foundation Stage, which helps her assess that children are developing within the expected range for their age and narrows any gaps in their learning, when necessary.

Self-evaluation helps the childminder monitor her practice. She seeks the views of parents and responds to their comments. She is aware of her key strengths and the areas she wishes to develop to further improve the quality of care she provides for children. For example, she has identified that there is scope for improvement in involving the older children in developing their independent skills. She has successfully completed her recommendations from the last inspection demonstrating her commitment to improve. Continuous professional development is important to the childminder. She intends to take part in training and workshops provided by the local authority. She has successfully completed her level 2 childcare qualification and is looking forward to completing her level 3. These courses and qualifications enhance her knowledge. As a result, children benefit because she continues to improve the activities and service she offers effectively over time.

Partnerships with parents are effectively established and this makes a strong contribution to meeting children's needs. The childminder liaises with parents verbally on a daily basis about what their children have been doing and shares information. When children start, she ensures parents understand her service and are given opportunities to read her policies and procedures and relevant documentation. As a result, parents are aware of what is expected and provide a two-way partnership in caring for children. This helps to ensure the children are being provided for individually whilst taking into account the parental wishes. The childminder works in partnership with others and has developed links with the nearby schools and pre-schools. She communicates with other childminders and professionals to gain new ideas and develop further good practice to meet the needs of the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	207373
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	818057
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/01/2009
<b>Telephone number</b>	

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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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