

Inspection date

Previous inspection date

17/07/2013

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 forming strong attachments with the childminder. They confidently access toys inside the house and in the garden.
- The childminder has a good understanding how children learn through play. As a result, children are offered a broad range of toys and activities that they enjoy which successfully enhances their learning and development.
- The childminder communicates effectively with parents to identify and plan stimulating activities to help children settle quickly and to move them on to their next stage in their learning.

It is not yet outstanding because

- There is room to enhance the range of resources, such as books and sensory toys to support children's specific vocabulary and/or language structures.
- The childminder has not accessed training to further develop her skills and knowledge.

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 and interacted with children at appropriate times throughout the inspection within various rooms of the childminder's home and garden.
- The inspector sampled a selection of documentation, including children's daily diary and development records, risk assessments, written policies and procedures and general welfare requirement records.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents as discussed previously with the childminder and some written comments.

Inspector

Judith Rayner

Full Report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and teenage daughter in a house in Huthwaite, near Mansfield, north Nottinghamshire. The whole of the ground floor and the first floor bathroom and rear garden are used for childminding. The family has two dogs and one rabbit as pets.

Children attend a toddler group and activities at the local children's centre and visit the shops and park on a regular basis with the childminder. She collects children from the local schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Saturday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance the range of resources, such as books and sensory toys to support children's specific vocabulary and/or language structures
- seek further training to build on current knowledge and skills in order to maintain continuous improvement.

Inspection judgements

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

The quality of teaching is good. The childminder has a good understanding of child development and is skilful in offering a range of activities and experiences to enhance children's learning. She has gathered useful information from parents before the children start. Play is then planned around what the children are interested in and their stage of development. This helps children settle quickly and progress in their learning and development. Their progress is successfully tracked by the childminder who implements the requirements of the Early Years Foundation Stage well. She undertakes observations which she then assesses to ensure children are offered continuous activities that are stimulating. Information is recorded in children's own development files and these are shared with parents to help them understand how their child is progressing with their learning and development. Parents are actively involved in supporting their children's

learning at home because the childminder provides a range of ideas and suggestions building on children's interests, achievements and identified next steps. The childminder understands the importance of working closely with schools and parents. Overall, children are happy and making good progress in their learning and development because the childminder uses effective teaching skills to support their individual learning and development in readiness for school.

In the house, children know what they want to play with. They quickly explore the good range of interesting toys in the tub. They show particular interest in the stacker rings placing them one on top of another. The childminder helps the children count, one, two, three as they place each ring in its place. This helps enhance children's mathematical skills using space and measure as well as counting. This activity continues for a good length of time demonstrating that the children have good levels of concentration despite their young age. The childminder skilfully engages children as she sits on the floor and enthusiastically encourages the children to have a go over and over again. The childminder enhances children's language skills appropriately because she talks to the children well and listens to their questions. However, sometimes the childminder does not make best use of some resources and toys to fully support children's speaking skills.

Children show curiosity outside as they independently explore the dry coloured sand. They select tools, such as washing up brushes and rakes and use their fingers to make patterns in the sand. This enhances children's skills in preparation for them to make recognisable marks as they develop in their literacy skills. Children show good levels of confidence. They are happy and settled and particularly enjoy exploring the suitable range of toys outside in the garden. Children enjoy playing with a variety of balls as they enhance their physical skills by rolling and throwing them around the garden. The childminder enhances children's mathematical skills pointing out the various colours and encouraging children to find the correct coloured ball in the garden. This helps children learn about colour recognition and memory skills as they find the balls where they previously rolled them. Children show curiosity in their surroundings. For example, they bend down pointing and babbling to figures in the garden. The childminder carefully and clearly talks to the children. She points out where the nose, ears and mouth are to help children recognise parts of the body while supporting their language skills.

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

Children are forming warm and secure attachments with the childminder. They are settled, happy and thoroughly enjoy exploring the toys inside and outdoors. They interact well with the childminder because she gets down to the child's level and listens to what the children are asking or are showing her. This supports children's good self-esteem and confidence. Children's behaviour is good and they are beginning to understand the expectations that the childminder positively promotes. Children feel secure because the childminder is consistent in giving them clear messages about what is expected. The childminder understands well the importance of involving parents from the start about how their child is settling. She also offers continuing support for their child's next stage in their learning as well as the move from their home to her care and then on to school. A suitable range of toys and resources indoors and outside support children in exploring

and engaging in play, such as construction, programmable toys, sand, balls and stacker rings. These are attractively presented and easily accessible, helping children enhance their independence skills.

Daily tasks effectively help children learn how to keep themselves healthy and stop germs spreading. Young children are beginning to understand the importance of washing their hands before and after eating, demonstrating appropriate personal hygiene practice. The childminder is a good role model because she talks to the children about how to stop germs spreading as she helps wash their hands. She also maintains a clean and tidy house and animals in the home are managed appropriately to ensure there is prevention of cross infection. Children's safety is promoted well. For example, the childminder uses fire protection equipment, such as, smoke detectors and has a procedure to help children leave the house quickly. Fresh air and exercise is part of the daily routine, such as, going to the park or spending time in the back garden. This helps children learn that exercise keeps them healthy while having fun. The childminder understands the importance of talking to the parents about the provision of meals, making sure that what she and parents provide, meet the healthy and dietary requirements of the children. For example during snack time, children eat strawberries and drink milk.

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

A suitable range of well-written policies and procedures successfully underpin the running of the service the childminder provides. Records are robustly written, accurate and well-organised. Information is shared in a confidential way with parents, providing them with a clear picture of how children are cared for. Additionally, the childminder also shares the learning and development records with parents keeping them up to date with their child's progress. The childminder understands her role and responsibility to safeguard children. She is confident in what she needs to do should she have any concerns regarding a child in her care. Parents are informed of her role and responsibility to safeguard children because the childminder shares a clearly written and updated policy, supported by discussions. Suitable risk assessments are in place for the home and garden, minimising potential hazards to children.

Partnerships with parents work well. Information is shared in various ways, such as daily discussions and the sharing of children's development files. The childminder 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 and the flexible routines and activities that they will be involved in. The childminder also understands the value of sharing information between settings when children attend more than one provision. This enables the childminder to plan pertinent activities to complement children's learning and development and to continue to meet children's ongoing and changing needs.

The childminder has a positive attitude to reflecting on the service she offers to children and their families. Although she has not yet identified further training she may need, she is keen to increase her knowledge. She looks at how well the children have enjoyed

activities and what they have gained from participating. This helps the childminder monitor the educational programmes to ensure that children take part in a balanced and appropriate range of activities both inside and outdoors. Furthermore, she talks to parents and children as well as watching what they play with to gather their views in order to make improvements or change play to continually improve the practice she delivers.

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	EY456865
Local authority	Nottinghamshire
Inspection number	900045
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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