

Inspection date

Previous inspection date

16/08/2013

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

- Young children are very settled, happy and secure. They enjoy a wide range of play experiences that encourages them to explore imaginatively with confidence. As a result, they make good progress.
- The childminder is very sensitive, caring and supportive of young children, which supports their emotional development effectively. Her positive interaction helps them to explore, investigate and be active learners.
- The childminder supports young children's emerging language skills well to help them communicate with others. This supports their language and social development well.

It is not yet outstanding because

- There is room to further enhance the good information gathered from parents at the onset of care to ensure a very detailed picture of all children's current stage of development is in place so that this can be used as a starting point from which to accurately monitor progress.

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 took account of the views of parents as discussed with the childminder
- The inspector spoke with the childminder and interacted with children at appropriate times throughout the inspection
- The inspector sampled a selection of documentation including the childminder's self-evaluation document, children's learning journey records, planning documentation, written policies and children's records.

Inspector

Tina Garner

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 partner and two children aged 16 months and 10 years in Worksop, Nottinghamshire. The whole house is used for childminding, with most care taking place on the ground and first floor. The second floor is only used if needed as extra sleeping space. There is a secure garden used for outside play and the family has a tank of fish as pets.

The childminder attends a toddler group and she visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll who are in the early years age group and attend for a variety of sessions throughout the week. The childminder operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Early Years and Childcare.

What the setting needs to do to improve further

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

- enhance methods for gathering information from parents about their children's stage of development at the start of the care arrangement so that this provides an accurate basis upon which to monitor all future progress.

Inspection judgements

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

The childminder supports young children well to help them explore and investigate their learning environment. She has a clear understanding of how children at this age develop and what each child's individual learning needs are. This means she is able to plan for and provide targeted activities that stimulate their interests. This helps children to make good progress in their learning and be ready for the next stage of their development. Overall, assessment systems work well. The childminder records children's learning and their achievements regularly to show how they make progress in key areas of learning. This enables her to identify areas to focus on next. The childminder finds out what children already know and can do after they have settled, using her own baseline assessment. However, there is scope to obtain more specific information from parents, in order for them to contribute further to the process so that the childminder has a highly informed picture of their development to date, on entry. Parents are able to formally view their children's records of assessment each term, where they are encouraged to share any

learning from home. The childminder is aware of her responsibility to work with parents to complete the progress check for children at age two years.

The childminder promotes children's physical development well. She ensures children have daily opportunities to be physically active through outings and use of the back garden. This means that young children develop good control and coordination of their bodies as they climb up slides, use ride on toys and run around in the fresh air and outdoor space.

Children enjoy the wide and varied play opportunities. The childminder is close by at all times to initiate and extend activities young children get involved in. For example, she shows young children how to use spades and fill up buckets with sand. Together they make a sand castle, which the children enjoy knocking down. A young child shows an interest in painting. The childminder show them how to use the brushes and coloured paints to make marks on the paper. This stimulates their interest and they copy her, showing a fascination with the marks they make. They babble happily, laugh and repeat their actions, studying carefully what is happening. Through their play experiences, the childminder extends young children's emerging language and vocabulary well to introduce words to help children make connections with what they play with. This helps them to learn about number, size, colour and names. Young children enjoy books and stories with the childminder. They select their own books and turn pages independently, 'chattering' to themselves as they look at the pictures. They snuggle in with the childminder for a story. The childminder points to pictures as she talks about what is happening, clearly labelling what children see and encouraging them to repeat what they hear. She sounds out the beginning of words to help children learn about the sounds of letters and how they are used to form words.

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

Children are happy and content in the childminder's welcoming home. She has a thorough knowledge of each child's background and individual needs and follows the child's home routine to ensure consistency of care. Children form close and loving attachments with the childminder. They benefit from enthusiastic interaction with the childminder and learn from her positive role modelling. She shows kindness and respect to children, giving them choices and waiting for them to make decisions. This gives children the confidence to independently explore their environment and, therefore, extends their own learning. Children play alongside each other and show good behaviour, given their age and stage of development. The childminder handles children's behaviour in a warm, gentle but firm manner. This ensures they are fully aware of the boundaries and helps them develop their own self-control. She praises children readily, which promotes their self-esteem and confidence.

The childminder provides a safe, clean and well-organised home where children feel safe and secure to explore. Space is well utilised to support children's all-round development and needs. For example, children are encouraged to be active and physical exercise is an important part of their daily routine. Children access the well-equipped outdoor area regularly and enjoy trundle toys, riding on push along toys and exploring sand and water play.

The childminder ensures children play safely through thorough supervision and guidance. She encourages them to learn to keep safe, such as by joining in the fire drill practices. High standards of cleanliness and hygiene are promoted. The childminder provides a nutritious midday meal and snacks in the morning and afternoon and encourages hand washing before and after meals. This supports children's learning about a healthy life style. Nappy changing routines are sensitively carried out, meeting individual needs. Older children are encouraged to be independent, responsible for their own personal care needs. The childminder keeps records on admission of different medical or dietary needs, and adapts menus appropriately. Parents are provided with a diary of the day including sleep time, meals and general well-being, keeping them well informed. The importance of secure attachments and children's well-being is a priority for the childminder. The children are forming close relationships and friendships that support and help them when new situations arise in their lives, such as the move to nursery or school.

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

The childminder has implemented well-written policies and procedures, which are effective in practice and shared with parents. All aspects of the premises, both indoors and outdoors, are subject to thorough risk assessments. All hazards are identified and minimised, which ensures children learn in a safe and secure environment. The childminder has a good knowledge of safeguarding procedures and is fully aware of what to do in the event of her having a concern about a child.

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage. She plans a variety of experiences for children, which are tailored to their individual needs. This is supported by her use of observation and assessment to support children's individual learning and development. The childminder is aware of the requirement to complete a progress check for children between two and three years of age. She has a positive attitude to equal opportunities and welcomes all children and families into her home.

The childminder has a positive attitude to the continual development of her childminding provision. She makes good use of the support and advice which she receives and also continually reflects on her strengths and identifies areas for further improvement. The childminder looks at what she can do next to improve the provision for children. For example, she understands the importance of developing her own skills and knowledge and has recently attended additional training. This shows the childminder has a good capacity to maintain continuous improvement.

The childminder seeks the views of parents through in-depth, daily chats and by encouraging parents to comment on children's daily diary sheets. She understands the importance of working in partnerships with external agencies and other settings to support children's learning and development. The childminder has a secure understanding of how children learn and reflects regularly on how she implements the educational programmes to benefit children's learning and development. This enables her to provide a wide range

of activities and experiences. Overall, a good overview of the curriculum is maintained to ensure children progress to the early learning goals in readiness for school.

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	EY459938
Local authority	Nottinghamshire
Inspection number	908737
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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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