

Inspection date

Previous inspection date

06/08/2013

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

- The childminder has a good understanding of how children learn through play. Children are offered a wide range of toys and activities that they enjoy, which enhances their learning and development successfully. As a result, children are progressing well.
- Children are forming strong attachments with the childminder. They enjoy her company and confidently participate in a good balance of adult-led and child-initiated activities in the home and garden.
- Effective partnerships with parents enable the childminder to meet the overall ongoing and changing needs of children. As a result, children settle quickly and parents' wishes are fully respected.
- Children benefit well from the childminder's positive attitude to continuous improvement, training and reflection on the service she provides.

It is not yet outstanding because

- Children have less opportunities to freely expressive themselves during art and creative activities because the childminder uses pre-cut and adult drawn templates for children to use.

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 safeguarding procedures, complaints record, 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 childminds at a relative's house in Mansfield, north Nottinghamshire. The whole of the ground floor and the rear garden are used for childminding.

The childminder and children attend a toddler group and activities at the local children's centre. She also takes the children to visit the shops, library, park and childminding groups on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, of whom, four are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and 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:

- provide further opportunities for children to freely express themselves during creative art work by providing resources for them to use for their own purpose.

Inspection judgements

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

Children are happy, settled and are making good progress in their learning and development given their starting points. This is because the quality of teaching is good. The childminder 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. As a result, children settle quickly and engage with activities enthusiastically. The childminder undertakes observations, which she then assesses to ensure children are offered continuous activities that are stimulating. Each child has their own development file filled with information evidencing how they are making good progress in their learning and development. These records are shared with parents to help them understand how their child is progressing. Furthermore, the childminder also presents a colourful scrapbook of what the children have been playing with. Photographs and children's own creative artwork are used to support this and help parents understand how their children are moving on 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. Children are supported well in readiness for school because the childminder understands the importance of liaising with teachers. She also provides good activities and experiences for children in their preparation for their next stage in their learning, such as recognising their own name and letters of the alphabet.

Outside, children thoroughly enjoy exploring sand and water. They show good levels of small muscle control as they manipulate a miniature pulley up and down to carry water. Children happily run around, freely expressing themselves wearing dressing up clothes. They engage very well with the childminder instigating a chasing game. They run around the garden shouting for the childminder to chase them and when she does they continually demonstrate their excitement and happiness by laughing and giggling. Children also enjoy creative activities. The childminder encourages children to have a go during craft activities helping children make labels for their coat pegs. However, this is a little overly adult directed as the childminder uses pre-cut and coloured templates of plant pots and flowers for children to use, and children are not supported to design and create for their own purpose. The childminder implements effective teaching skills by encouraging children to recognise their own name, identify and match colours, and use numbers to count and problem solve. Children enjoy the activity and actively participate. They are proud of their achievement as they hold up their finished plant pots and flowers.

Inside, children play in various ways according to their age and ability. For example, older children play cooperatively during imaginative role play while younger children play alongside their peers with cars on the mat on the floor. The childminder skilfully engages children but also ensures children initiate their own play. She understands the importance of supporting children to enhance and extend their own learning. For example, she provides a good range of toys that are easily accessible enabling children to independently access them. She also supports children in trying new activities or some that may be more challenging. For example, younger children show interest in more complex puzzles. The childminder guides the children in to talking about the pictures encouraging children to recall their favourite sweets and events from their holidays. This helps children feel comfortable about new challenges and builds up their confidence to have a go at trying new activities. Children's imaginative skills are good. They instigate their own games, deciding to go to the shops with the dolls in the pushchairs. Older children engage very well and act out being fire fighters, warning the younger children about the dangers of smoke and fire. They use resources well to enhance their own learning, such as making sure they wear the fire masks on their face to help them breath.

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

The childminder is a good role model for children helping them to understand good hygiene practise and how to keep safe. For example, the childminder talks to children about how to keep safe on outings referring to previous experiences the children have been involved in. For example, they know it is safe to cross the road when the traffic lights are on red and the 'green man' display lights up at the pedestrian crossing. Furthermore, the childminder reminds children of the importance of washing their hands after they have used the toilet and before eating to help stop germs from spreading.

Children adhere to this routine promoting good skills in personal hygiene and the prevention of cross infection. Fresh air and exercise is part of the daily routine, such as spending time in the back garden. This helps children learn that exercise keeps them healthy. They are also encouraged to make independent choices in where they would like to play. This is because the childminder provides good opportunities, such as ensuring doors are safely left open so children can move from indoors to outdoors.

The childminder talks to the parents about the provision of meals, making sure that what she and parents provide, meet the health and dietary requirements of the children. For example, during lunchtime children are keen to eat pitta breads, wraps, humus and fresh vegetables. They sit well at the table demonstrating good table manners, which also aids their digestion. Children recognise when they are thirsty and help themselves to their own drinks because the childminder places them on low-level tables where children can reach them easily.

Children's behaviour is good and their self-esteem is high. This is because the childminder promotes a positive and fun-filled environment, which helps children develop their confidence skills. The childminder delivers consistent messages regarding expectations of behaviour, which provides children with a secure knowledge of what is acceptable. For example, children share toys well, take turns and play cooperatively. Furthermore, strong attachments are forming between the children and childminder. Children enjoy the company of the childminder and welcome her involvement in their play. Effective links with parents and other professionals, such as teachers are secure. This ensures that all transitional periods during children's next steps in their learning are planned sensitively to meet their overall needs. A good range of toys and resources indoors and outdoors support children in exploring and engaging in play. These are attractively presented and easily accessible, helping children enhance their independence skills and extend their own learning.

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

The inspection was brought forward following an investigation by Ofsted which related to an alleged allegation against the childminder. Following this investigation a notice to improve was issued because the childminder's safeguarding policy and procedures did not include the necessary detail to ensure it met with the Local Safeguarding Children Board requirements. As a result, the childminder failed to inform the local authority designated officer of this significant event. The inspector found that the childminder has fully complied with the notice to improve. She now has a secure knowledge of safeguarding policies and has implemented robust procedures to follow should a similar situation or issue arise in the future. The childminder has a secure understanding of 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 she shares a clearly written and updated policy, supported by discussions.

Effective risk assessments are in place for the home, garden and outings, minimising

potential hazards to children. For example, the childminder keeps the front door securely locked preventing children from leaving the house without adult supervision and uninvited visitors entering the home. Furthermore, the childminder closely supervises children at all times helping children feel safe to undertake calculated risks, such as trying new climbing apparatus at the park.

A comprehensive range of written policies, procedures and records successfully underpin the running of the service that the childminder provides while meeting all welfare requirements of the Statutory framework for the Early Years Foundation Stage. Information is shared in various ways. For example, a good range of written information and posters displayed in the conservatory provide a good range of detail regarding the learning and development requirements, as well as certificates for registration and insurance. Furthermore, the childminder holds daily discussions and shares children's development files with parents keeping them up-to-date with their child's progress.

Partnerships are embedded well. The childminder has a good understanding of working effectively with parents to oversee the ongoing and changing needs of children. She fully respects parents' wishes and works sensitively with them. For example during settling in periods when children first start. Parents spoken to value the service the childminder offers complementing her on the way she shares information about how their child is progressing and settling in to her care. The childminder plans pertinent activities to complement children's learning and development and continues to meet children's ongoing and changing needs because she understands and values other professionals' input, such as from teachers.

The childminder has a positive attitude to professional development. She has completed all required course and undertaken a further good range of training to enhance her knowledge and skills. As a result, children benefit well from the childminder implementing the new skills she has learnt. For example, the childminder has completed behaviour management training. She successfully implements consistent and clear messages to help children learn and respect what is expected of them in their behaviour as well as raising their self-esteem through praise and encouragement. This also helps children feel safe and secure. The childminder monitors the educational programmes to ensure that children take part in a balanced and good range of activities both inside and outdoors. She also talks to parents and watches children as they play. This helps her 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	EY454242
Local authority	Nottinghamshire
Inspection number	903254
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

