

<b>Inspection date</b>	18/09/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 cared for in a safe and welcoming home, where they develop strong attachments, that help them feel safe and secure at all times.
- Children are motivated and achieve well. They make good progress because the childminder provides activities that interest and challenge them.
- The childminder keeps parents well informed about aspects of their child's care and learning. This builds trusting relationships and provides continuity in their care.
- The childminder has a good awareness of her policies and procedures. As a result, she implements them robustly to safeguard and protect children's health, safety and welfare.

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

- There is scope to help children further develop their independence and ability to make choices about the toys they play with.

## 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 young children.
- The inspector observed children in their play and at lunch time.
- The inspector held a joint observation with the childminder.
- The inspector looked at children's assessments and planning documentation.
- The inspector checked the childminder's suitability and qualifications and her policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged five years in the Matlock area of Derbyshire. The whole of the ground floor of the childminder's home is used for childminding purposes and there is an enclosed area for outside activities. The childminder lives within walking distance of the local schools. Shops and parks are located further away, within a short drive.

The childminder provides care all year round, Monday to Friday, between 7.30am and 6pm. There is currently one child on roll, who is in the early years age range. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority. The childminder keeps pet chickens.

### What the setting needs to do to improve further

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

- support children's growing independence even further, for example, by providing labels or pictures on toy boxes, so that they can easily locate resources and make choices in their play.

## Inspection judgements

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

Children enjoy the time they spend in the childminding setting. The childminder provides a friendly and caring home environment where children learn through play and everyday experiences. The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage learning and development requirements. Children make good progress in their learning and development. The childminder talks with parents at the outset to gain valuable information so she knows children's starting points. She completes clear observation records for each child, which she uses effectively to assess children's development and plan the next steps in their learning. She routinely notes children's interests and achievements and uses this information gathered to assess their progress. She plans activities well that follow children's interests and keeps parents well informed of their children's progress. Parents and the childminder have daily discussions about their child's developmental record, which the childminder illustrates with photographs of children engaging in activities. The childminder understands the requirement to review children's progress between the age of two and three years. She has planned to discuss the arrangements with parents for children in this age range so

that the review best meets the needs of the child.

Even though currently the childminder is only minding young children, she supports them well to develop the skills in readiness for their move to school or other early years provisions. She provides opportunities for them to sit together and become more familiar with routines and familiar toys. For example, they sit together to share a section of toys, such as, building towers and playing with shape sorters, which both help children's handling skills effectively. Children clap as the shape drops into the box and laugh as the tower falls down. These activities excite young children, which encourages them to try again. The childminder counts with the children and introduces mathematical words, such as big, and bigger and the names of the common shapes, introducing early mathematical skills.

The childminder is passionate in her interaction and provides positive support. She knows the children very well and gauges good intervention to move activities forward. For example, she knows when to introduce new experiences. One example of this is when, she takes the children into the garden. Here, she helps to develop children's moving skills and an interest of nature. She blows bubbles, which children try and pop as they glide up to the sky. She encourages them to use the small climbing frame with support to help them learn to climb steps. Children explore the garden and they become interested in the textures of the flowers, how they look and smell. The childminder uses these experiences well and involves the children in conversation. She introduces new words, such as 'soft' and 'sticky' as children feel the flowers. The childminder gives children time to investigate and to find out what interests them. She recognises when to let them discover for themselves and when to offer support to extend their play. This freedom to make choices successfully promotes their confidence to become independent and active learners.

Children gain skills and confidence in speaking and communication because of consistent support from the childminder. She speaks clearly and frequently to the children as they play and when greeting a child when they wake. This helps them to develop their vocabulary and to recognise frequently used words and phrases. The childminder makes good eye contact and listens to what children say, repeating their sounds and valuing their contribution. Children regularly use a range of musical instruments and sing songs. This teaches children about rhythm and rhyme and introduces them to the concept of numbers as they sing number rhymes together.

Activities, such as a cornflour and water mixture thoroughly enthuse and excite children. The childminder supports these activities and encourages the children to 'have a go'. She talks constantly, explaining how the mixture drips through the fingers. Children are well motivated and clearly demonstrate their creativity skills, as they make marks in the mixture and watch them disappear. They scream with delight and repeat their actions by dropping the mixture and smearing it over the tray. This activity helps to build children's confidence, imagination, sensory and handling skills very well.

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

Children settle happily into the homely environment as the childminder has established positive and caring relationships with them. She effectively promotes children's welfare. Children make strong attachments with the childminder, who respects and values them effectively. They demonstrate that they feel secure and safe as they snuggle for appropriate cuddles while they play. The childminder has good knowledge of children's individual routines to enable her to meet their needs consistently. For example, through her discussions with parents she is aware of how children like to sleep and at what time. This aids children's smooth move from their home to her home. She checks sleeping children regularly and she ensures that individual linen is washed daily to maintain their well-being. The childminder is well aware of the need to introduce opportunities for children to learn about other establishments and schools when the need arises, so that their move provides for continuity of learning and care.

Children's behaviour is effectively managed in a sensitive manner appropriate to their individual needs and stage of development. Children are learning to play harmoniously, because the childminder teaches waiting their turn and sharing toys together. The childminder is gentle in her approach and acts as a good role model. Children show great attachment to the childminder, which helps them to build their confidence and self-esteem. Consequently, children have their emotional needs well met in a calm and child friendly environment.

The learning environment is safe and stimulating. There is an abundant range of high-quality toys and resources that meet children's stage of development and current interests well. The childminder encourages a good attitude to learning through her high expectations despite the children's young age. They gain much self-confidence as they are beginning to move freely around the playroom, choosing from a good range of resources and activities. The childminder has photographs of the children and their work placed at low levels, so that children can enjoy their achievements. This helps to provide them with a good sense of belonging. However, there is further scope to enhance children's ability to make independent choices, for example, by labelling the toy boxes.

The childminder supports children to develop a good understanding of healthy choices as they enjoy a wide range of nutritious foods and snacks, which meet their special dietary requirements. Children enjoy many challenges as young learners. The childminder is beginning to teach children about the need to wash their hands before they eat. The childminder takes the children on regular outings, which means they gain confidence in a range of situations. Regular local walks and visits to groups encourage children to be physically active and learn about exercise, such as the local toddler group and sign language sessions. The childminder promotes children's health and well-being effectively. Safety is a high priority for the childminder. She conducts regular fire drills to make sure children are safe in an emergency. She is aware of the hazards of small items around in case of young children choking and talks to children about safety as they walk in the community.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The childminder routinely assesses risks, detailing any actions she needs to address, such as using a safety gate to prevent children accessing the first floor without supervision. She carefully supervises the children when exploring the flowers in the garden to ensure the flowers and seeds are not put in their mouths. There are robust systems in place to record accidents and existing injuries to share with parents. The childminder has effective procedures in place to enable her to take prompt action if she has any child protection concerns about a child in her care. She has also completed a safeguarding course to further develop her knowledge of safeguarding children. She has very good written policies and procedures, which she uses well to ensure the health, safety and welfare of children at all times.

The childminder monitors the educational programme well through evaluation of the activities she provides. The childminder recognises her strengths and accurately identifies areas for improvement. She targets areas that will bring about most benefit to children, such as the improvements she is making to her garden. The childminder attends training to further her knowledge, which will benefit children over time. The childminder keeps herself up-to-date with changes and improves her knowledge through training courses, reading early years publications and seeking online information. All of this helps to continue to develop children's learning experiences well.

The childminder has developed strong relationships with parents. Parents comment in testimonials how pleased they are with the service the childminder provides. She keeps parents well informed using a daily communication sheet, where parents also add their comments to promote a two-way flow of information effectively. As a result, children's needs are constantly met. The childminder understands the importance of sharing relevant information with other providers, for example, if children attend more than one setting. The childminder welcomes advice from other professionals. She communicates well with early years advisors to drive improvement. Parents give their views about the service provided through a regular questionnaire, which the childminder uses to drive improvement. This ensures that any changes made incorporate the views of the provision's users.

### **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
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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>	EY459723
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	913102
<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>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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