

<b>Inspection date</b>	10/09/2013
Previous inspection date	17/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 formed strong relationships and attachments with children. As a result, children feel safe and secure at all times.
- Children's behaviour is good because the childminder uses positive behaviour management, which in turn also builds children's confidence and self-esteem.
- Children are making good progress because the childminder provides activities that challenge each child's learning and follows their interests.
- The childminder has an effective two-way partnership with parents. As a result, parents feel fully involved in what their child is learning while at the childminder's home.

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

- Children's toy boxes are not all labelled and there is scope to introduce further labels and captions, to further support children's very good understanding that print carries meaning and promotes choice.
- The childminder has not yet introduced home-made books or photograph albums of children's events with her, so that she can maximise opportunities for them to talk about past events during their time with her.

## 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 to the childminder and children.
- The inspector observed children in their play, participating in adult-led activities and mealtimes.
- The inspector held a joint observation with the childminder.
- The inspector looked at children's observations, assessment records and planning documentation.
- The inspector discussed the childminder's qualifications, her documentation and her policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

The childminder was registered in 2003 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11- and 14-years-old in Belper, Derbyshire. The playroom, kitchen, conservatory and hallway on the ground floor and the guest room on the first floor are used for childminding. There is a fully enclosed garden for outside play. The setting is accessed via one step to the front entrance.

The childminder operates each weekday from 7.30am to 5.30pm and 7.30am to 3.30pm on Friday, all year round. The family have two pet rabbits, which live outside in the garden. There are currently 12 children on roll, two of whom are within the early years age range. Children attend on a full and part-time basis.

The childminder attends carer and toddler groups and takes children to music and dance sessions, the local park and soft play facilities. She walks to the local school to take and collect children. The childminder holds a level 3 qualification in childcare, learning and development 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:

- develop further children's learning by introducing home-made books or photograph albums to increase their opportunities to talk about past events that they have experienced with the childminder
- support children further to understand that print carries meaning by providing labels for resource boxes, so they can also make independent choices.

## Inspection judgements

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

Children enjoy coming to the home because the childminder provides activities that are of interest to them. Parents provide information about their children before they start, about their children's preferences, characteristics and capabilities. As a result, the childminder can use this information, along with her own initial observations, to complete children's

starting points and provide for their future learning. She observes children while they play and uses this information to prioritise their learning requirements and plan challenging activities for each child. She records their achievements in their development records, called a learning journal, which she shares with parents on a regular basis. The childminder successfully completes the progress check at age two. This check is shared with parents, who comment that they are happy with the progress their children are making. Adult-led and child-initiated activities are well balanced, they enhance and challenge children to be active learners. Children are acquiring good skills to eventually help them in their future learning, which is usually at school.

Children are active and stimulated by the learning environment and motivated in their play because of the guidance they receive from the childminder. Children are confident and move around the home making choices in they play and take the initiative in seeking out their favourite toys. One example of this is a basket full of toy animals. One child takes this to the childminder and together they talk about the animals. The childminder uses this opportunity and holds a purposeful conversation. She includes the child's experiences and talks about the animals they saw while on holiday. They make animal noises and discuss where the animals live. This activity demonstrates good communication and language skills, as the child is answering questions, holding a conversation and recalling their experiences. Children are also using their imagination well, as they pretend to be the animals and roar like lions and jump like monkeys. The childminder is introducing new words and encouraging children sensitively to pronounce words correctly. For example, the word 'hippopotamus'; after a few attempts at pronouncing this word the child successfully say the word correctly. The childminder praises the child, who repeat the word again and is proud of their achievement.

Children are developing good physical skills. They use tools and toys to develop handling skills, such as, construction, play dough, jigsaws and paintbrushes. For example, children are learning to sew. They thoroughly enjoy this activity. Children hold the needle and thread and carefully go through the holes as the childminder says, 'Go up and down'. The childminder supports this activity well. They are making a leaf decoration. Children further use their handling skills by pushing stuffing inside the leaf and decorating it with sequins. There are paintings that children have completed on the wall, showing children's handling skills, as they paint using different tools, such as sponges. Children are proud of their creations as they show the visiting adult and tell them what they have been doing. Children's movement skills are promoted daily as they use the garden. There are a selection of sit-and-ride toys and small equipment for children to use. To further this area of learning the childminder takes children to the park. Here they use larger equipment to enhance their physical skills. They climb and balance as they use climbing frames and slides and have plenty of space to run around.

Children have trips into the community, which helps them to learn about people in the community. They have many trips to local attractions and learn about the natural world as they go on nature walks to collect leaves, grow flowers and hunt for mini-beasts. However, children have not made home-made books or photograph albums of the events or trips they take part in while with the childminder. As a result, children cannot always talk and recall about past events effectively. Children use information, communication and technology toys well. They giggle as they press the button on a talking toy and repeat the

action, demonstrating that they understand how things work. They use the computer to enhance this area of learning and learn how to use the mouse effectively as they play games.

The childminder is promoting literacy skills well, children use books independently and sit on the floor and look at the pictures, they know how to turn the pages and use the book carefully. The childminder snuggles with children and they look at the book together. There are opportunities for children to write and children are beginning to write their names and learn about letter sounds. However, in the play room not all the resource boxes are labelled and there is scope to introduce labels or captions around the room. This means that sometimes children do not learn as well as possible that print carries meaning and this does not always help them make choices. Mathematics is taught well. The childminder counts as children play and uses opportunities to help them sort objects and use mathematical language. She plans activities, such as baking. Here, children estimate and weigh the ingredients and recognise the numbers on the scales.

Parents are involved in children's learning from the start. The childminder discusses children's next steps with their parents and provides termly summary sheets. As a result, parents know how children are progressing towards the early learning goals. Both parents and childminder discuss daily what children have been doing. This provides opportunities for both parties to have up to date knowledge of children's achievements and can provide for children's learning effectively.

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

Children are happy and content and the childminder knows them well. Settling-in is a gradual process that is tailored to suit the individual needs of each child and parent to ensure everyone is happy. At these sessions the childminder finds out about children's needs, including any dietary or medical requirements. Children demonstrate that they feel safe and secure as they involve the childminder in their play, conversations and have cuddles for reassurance. Children form strong attachments with the childminder, who is well organised in her approach to childcare. She takes time to talk and listen to what children have to say and this helps them to feel valued. Their self-esteem is promoted with consistent interaction and freedom to make choices about their play. The childminder is consistent in her management of children's behaviour, which is managed in a positive manner with regular praise and encouragement for children. As a result, children's self-esteem and confidence is developing well. Through discussion children are learning how to share and to take turns and are beginning to understand how their behaviour can have an impact on others. This means children display a good sense of right and wrong, which in turn helps their socialising skills.

Children are becoming independent and developing their self-help and independence skills. They use the bathroom with sensitive guidance from the childminder. To assist with children learning these skills the childminder has put posters in the bathroom, to show how to wash hands correctly. The childminder monitors children's health and development and maintains all records to support their well-being. She prepares nutritional daily snacks

and meals and discusses these with children. For example, children choose from carrots, apple and tomatoes to go with their cheese spread and crackers. As a result, children are beginning to gain an understanding of healthy eating habits. Children are learning about exercise as they use the garden daily to run around in the fresh air and they walk to school daily on the school run.

The childminder's home is effectively organised to care for children. She has turned one of the rooms into a designated play room and there is a good supply of high quality resources, which cover all areas of learning. Children can access the toys off low shelves and some of the boxes have pictures to help children know what is inside and aid independent choice. There are areas for children to snuggle and rest and be involved in messy activities. The garden has effective equipment for children to learn about the natural world. The childminder is providing a good enabling learning environment where children can learn and play effectively.

Children's safety is promoted and they are developing a good understanding of how to keep themselves safe. At home, children are learning how to stay safe, such as when they are reminded by the childminder why it is dangerous to climb when inside. Fire drills take place and are practised regularly, resulting in children being fully aware of what happens in cases of emergency. When out walking in the community they learn about road safety and know they must wait for the green man before it is safe to cross the road. This means children gain a good understanding about their own safety in the community.

The childminder is enthusiastic about taking children on trips to local parks and toddler groups. This helps to develop their understanding of the community and to socialise with other children, developing their skills away from the childminder's home. The childminder liaises well with local pre-school and schools to aid children's move from her home to another establishment. She has put in place meeting times with the teaching staff to discuss children's abilities and characteristics. Also, she also put together a summary sheet of children's achievements to pass on to other establishments. As a result, children's moves to other establishments run smoothly and provide continuous care and learning.

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

The childminder organises her childminding effectively. She understands her responsibilities towards 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 and symptoms of abuse and reporting procedures are secure. She knows who she would contact if she has concerns about a child in her care. There are comprehensive records in place for the efficient running of her service. These include accurate accident records, which are completed accurately with parent's signatures and detailed accounts of the accident. She also has introduced new registration forms, which contain all relevant information about children she minds. This information includes who has legal contact for children and parental responsibilities. The childminder has completed detailed written risk assessments of her

home and for outings.

The childminder effectively monitors the progress of children in her care through her secure understanding of the learning and development requirements and her good understanding of child development. This assists her in assessing that children are developing well in the expected range for their age. The childminder provides children with a wide and balanced range of experiences to help them make good levels of progress and meet their learning needs.

The childminder is keen to provide the best quality care and learning for children and works hard to improve her practice. She has successfully completed all the actions and recommendations from the previous inspection, showing a drive for improvement. She knows her strengths and has plans in place to promote her own learning, as well as that of children. For example, she has undertaken a training course on behaviour management. This has assisted her in improving her already good management of behaviour, by introducing more positive reinforcement and rewards. She understands the importance of self-evaluation and is constantly reflecting on her practice. She involves children and parents in this process, which benefits children over time.

Strong relationships are established with parents. The childminder has developed written policies relating to her service, which she shares with parents when they start and which helps to keep them informed of her responsibilities. She communicates verbally with parents on a daily basis, this ensures they are fully aware of the care provided and the activities their children have enjoyed. This close partnership between the childminder and parents benefits children's ongoing achievements and ensure children's care and learning needs are supported. The childminder communicates and makes links with others, where children attend other early year's settings. This enables children to receive a consistent approach to enhance their development. She liaises efficiently with other childcare professionals, such as those from the local authority, to help develop her further understanding of childcare issues. As a result, children's needs are effectively met.

### **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

<b>Unique reference number</b>	EY274376
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	933398
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/01/2012
<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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