

Inspection date	02/10/2013
Previous inspection date	03/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 knowledge and understanding of the Early Years Foundation Stage. She ensures children are engaged in worthwhile activities that enable them to make good progress in their learning and development.
- The childminder talks to the children, engages fully in their play and asks questions that secure and consolidate their learning. This means children communicate well and that their language skills are developing.
- Children have formed secure attachments. They are very happy and confident with the childminder and welcome visitors.
- The childminder evaluates her provision well. She is committed to continuing to build and further improve her practice.

It is not yet outstanding because

- Activity plans do not include great detail about the children's next steps in learning.
- Opportunities for children to further enhance their exploration and investigation of the natural world are limited.

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 observed the childminder's practice throughout the inspection.
- A selection of documents were seen including children's development records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

The childminder was registered in 2012. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner in New Houghton, Nottinghamshire. The whole of the ground floor, with the exception of the utility room and the first floor bedrooms and bathroom, are used for childminding. There is an enclosed garden available for outside play. The setting operates each weekday from 8am to 6pm all year round.

There are currently four children on roll, of which one is in the early years age range. The childminder is able to take and collect children from local schools and pre-schools. She receives 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:

- consider refining activity plans to include further detail about the children's next steps in learning

- extend the use of the outdoor area to further support children's knowledge of the natural world and enable them to explore and investigate through a wider range of activities. For example, by planting and growing a variety of fruits and vegetables.

Inspection judgements

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

The childminder has a good awareness of the learning and development requirements within the Early Years Foundation Stage and children are making good progress in relation to their starting points. She assesses and monitors children's learning through the regular observations she makes. However, there is scope to include further detail about the children's next steps in learning, into the activity plans. Parents are encouraged to become involved in their child's learning which supports a collaborative approach to children's learning.

The childminder supports children in their freely chosen activities and engages in their conversation, talking to them about everyday routines and what they are doing as they play. She effectively introduces new words to further extend their vocabulary and develop their communication and language skills. For example, when playing with the trains and

train track she supports children to identify the different colours of the trains, such as green, black and red. This helps to prepare children for the next steps in their learning and eventually the move to school. Children respond well to the childminder and are encouraged to use their imagination and creativity as they enjoy the musical instruments and drawing with the chinks to produce their own artwork. During these activities young children demonstrate that their physical skills are developing well as they grasp and draw with the chinks and manoeuvre the trains on the track. A good range of resources are in place which help children to develop an awareness of a diverse society. For example, small world figures and books which help to broaden their understanding of different cultures and genders. The provider plans outdoor play each day for the children, both within her garden and on regular trips to the local park where they have access to a range of equipment, such as slides and swings. Within the garden, children use and enjoy a range of sit and ride toys and play ball games. These activities help to promote children's physical development as they climb and balance and play throwing and catching games. However, the childminder does not utilise this area fully to promote other areas of learning, such as encouraging the children to explore and investigate the natural world or develop further mathematical and creative skills. For example, by planting and growing a range of plants, fruits and vegetables.

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

Children are cared for in a warm, welcoming environment that is well resourced with a good range of age-appropriate toys and games. Safety is given a high priority and the use of safety equipment and risk assessments ensures children can explore and investigate their surroundings safely and supports their feelings of security and self-confidence.

The childminder's practice ensures children develop strong bonds and attachments with her. Children demonstrate their confidence as they comfortably approach the childminder and enjoy how she engages in their play. The childminder is a good role model and she approaches behaviour management in a calm and consistent way. She uses gentle reminders about sharing and taking turns so children learn to play cooperatively. Children are given positive praise and recognition for their efforts and achievements. Parents are consulted at the earliest opportunity if there are any behavioural issues which means any situations are dealt with in a timely manner and that parents are fully informed at all times.

Children are developing good awareness of their personal care. For example, they let the childminder know when they need to use the bathroom and they are able to access their own individual drinks that are regularly replenished by the childminder throughout the day. A clean, well maintained environment and regular risk assessments of the premises, resources, outings and school runs ensure children are kept safe. Good access to the outdoor play area and regular visits to local parks support their physical development and further enhance their health and well-being.

The childminder gathers relevant information from parents when children start attending which provides her with a base for establishing what children can do and their individual routines. This information helps with settling children into the provision and helps to

promote a sense of belonging and ensures the transition between home and the childminder's provision is a positive experience.

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

The childminder has settled well into childminding and has attended the required training. She has a secure knowledge and understanding of the learning and development and the safeguarding and welfare requirements. Children are effectively safeguarded in the childminder's care. She has a secure knowledge of signs and symptoms of abuse and is clear about the procedures to follow in the event of any concerns. She has undertaken safeguarding training through the local authority to ensure she has the most up-to-date information.

The childminder has made significant improvements to her practice and through the effective use of self-evaluation, she has been effective in identifying areas for further improvement. For example, she has been assertive in including in her self-evaluation the area of observations, planning and assessment as an area for further development. The childminder seeks and welcomes advice and support from her local authority development worker and implements changes that are suggested to continue the improvement of her practice.

Suitability checks have been carried out on all adults living on the premises and children are never left alone with people who have not been vetted. Effective procedures are in place and followed, to ensure children are able to play in a safe and secure environment. These procedures include detailed risk assessments of the premises, outings, school runs and resources. All relevant documentation which supports children's safety and welfare, such as records of attendance, accident and medication records, are well maintained and kept confidential. A range of written policies and procedures have been implemented and is shared with parents.

The childminder has developed firm partnerships with parents and schools where older children attend. She shares information with parents on a daily basis so they are aware of how their child's day has gone. She is confident to work in partnership with other providers and/or services that support children's welfare, learning and development. She understands the importance of making links with teachers or key persons when children start to attend pre-school or nursery. This will ensure that children receive continuity of care and aid transition from one setting to the next.

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	EY439842
Local authority	Derbyshire
Inspection number	888742
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	03/10/2012
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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