

Inspection date	09/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 good knowledge of the learning and development requirements and has established effective systems for observing, assessing and planning for children's individual needs. She is well resourced and provides children with a stimulating environment, which they actively explore and investigate and develop their skills through things they enjoy.
- Children are secure and form strong attachments with the childminder. They are independent, curious learners who display a strong sense of belonging.
- The childminder is very organised and prepares well around the individual needs of the child. She has a good understanding of how to keep children safe and has robust systems in place that ensure this. She works well in partnership with parents and others and provides children with consistency and continuity in their learning and development.

It is not yet outstanding because

- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

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 activities in the childminders home and talked to the childminder.
- The inspector observed aspects of safety in the home.
- The inspector looked at documentation, children's assessment records and other required documents.
- The inspector took account of the views of parents, as recorded in the parental questionnaires.

Inspector

Julie Dale

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 partner and three school children aged 13 years, 11 years and seven-years-old in a house in Clifton, Nottinghamshire. The family have one dog and a guinea pig as pets. The whole of the house and the rear garden is used for childminding. There are toilet facilities accessible on the ground and first floor.

The Childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder is open all year round from 7am to 6pm, Monday to Friday, except for family holidays. She is a member of the Professional Association for Childcare and Early Years. There are currently three children on roll, who are in the early years age group. One child is school-age and attends for some sessions and before and after school.

What the setting needs to do to improve further

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

- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

Children are secure and content within the childminder's home because very good relationships are formed. The quality of interaction is good and affection is readily given and received. The childminder has a good understanding of how to support children in their development, their likes and dislikes and introduces new activities, which interest and excite them. For example, the market stall and till is used several times during the inspection to extend children's interest in speaking, naming objects and counting. The childminder repeats words and phrases with children to reinforce correct usage and encourages them to name fruit and vegetables as they are placed in the basket. As a result, children are confident and develop good skills for their future learning.

Children participate in purposeful play and exploration. They enjoy an appropriate balance of opportunities to play indoors and outside. Adult-led and child-initiated activities foster

active learning well and help children to develop in confidence and independence. For example, children are very confident and comfortable with the childminder as they self-select activities from a variety of resources at child-level. They pull out the basket of bricks and ask their childminder to build with them. Children independently unzip the bag to empty the bricks and direct the childminder to place bricks in certain way as they built a tower.

Planning covers all areas of learning and provides a good level of challenge for all children. Individual planning meets the needs of children well because next steps are identified. Planning effectively supports children's learning and development as the childminder observes and assesses progress to inform future planning and identify next steps. For example, the childminder introduces colour names to matching games with different sizes of bear. She then plans an activity to collect leaves to use in a colour naming game during outdoor sessions on the park. The childminder uses supporting guidance documents, such as 'Early Years Outcomes' to clearly identify stages in development and to link experiences together. For example, she introduces counting in various activities, such as, singing, small world play and making models with dough. This enables her to challenge children's understanding and continually strengthen the knowledge they already have. The childminder is preparing to carry out the progress check at age two once children have fully settled her into her care.

Children's physical development is encouraged through a variety of activities and experiences in the garden area, such as, sand and water play, pedal and push toys and balls. The childminder actively promotes progress in learning as she teaches children, for example, how to pedal a tractor.

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

The childminder provides a consistent routine between home and her care and is highly attentive to children's interests and needs. For example, she uses the same kind of language for significant events as children do at home. Children benefit from the individual attention given to them by the childminder. They develop positive relationships with her and they feel safe, secure and develop a sense of belonging. The childminder is caring and sensitive to children's needs. Good communication with parents enables her to meet their needs on a daily basis.

The childminder models good behaviour and focuses on children's positive actions with lots of praise and attention. Consequently, they behave well. Children learn to be kind to each other, share and take turns. They learn to show respect for themselves and for other people. Children's independence develops well, for example, they make choices with regard to their play and are encouraged to be independent when putting on and taking off coats and shoes in preparation for outdoor activities. Through the childminder's knowledge of children in her care, she ensures their personal needs are well met and that they are comfortable and content.

Children are developing an awareness of healthy lifestyles. The childminder provides healthy, balanced snacks and lunches for children and ensures that their dietary needs are met. They benefit from plenty of fresh air and exercise each day through the groups they visit and the walks to and from other settings. Children regularly walk in the local area and visit the park. Children's social skills are continually developed as the childminder regularly meets with a childminding group, enabling children in her care to form relationships with a wider group of friends.

Children play safely within the home as the childminder ensures comprehensive risk assessments minimise hazards for them and their families. The freedom with which children move around the home shows they feel safe .

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

The childminder shows very good organisation and commitment to her work and has begun to put in place the self-evaluation process to further develop the service she provides. For example, she has just sent out parent questionnaires to review her care practices and these will be sent out again in a few months' time. She has a good knowledge of the Early Years Foundation Stage to ensure that children's welfare, learning and development needs are met. She is skilful in planning, monitoring and evaluating a wide variety of activities and play experiences that will encourage children in their learning. She has begun to work with other childminder's in her group to further develop her skills and knowledge to review and improve her practice.

The childminder demonstrates a very good understanding of her role and responsibility in relation to safeguarding children in her care. All required documentation is up to date and on display for parents to view. Suitable security of the premises and a robust collection procedure protect children. The childminder ensures that the play environment is safe and secure, using stair gates and safety locks to minimise risks in all areas of the home. All children's resources indoors and outside are inspected daily and are in a good state of repair.

The childminder has good partnerships with parents. She has a good understanding of involving parents closely in children's time with her and talks to them in depth on a daily basis. She uses home link books for communicating significant events between herself and parents, if the parents are unable to collect their child at the end of the day. Records of children's progress include observations and children's own work. The childminder has begun to seek the views of parents about the care she provides and reflects on her own views of the service and her setting. She works in partnership with some of the other settings that children attend, in order to ensure that important information about children's learning and development is shared. She has already begun to plan for the transition of older children into nursery. However, this work has not been fully extended to include all the practitioners, who are involved with minded children. As a result, there is more to do to strengthen communication links with some partners.

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	EY460061
Local authority	Nottingham City
Inspection number	909205
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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