

Inspection date

08/10/2013

Previous inspection date

18/05/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are relaxed in the warm and welcoming home where they have access to favourite toys and resources. They also enjoy regular outings to parks and farms in the local area learning more about the world around them.
- Positive partnerships with parents and other professionals have been established. Parents are kept informed about their child's progress as they have daily access to the learning journey's and the childminder shares relevant information with pre-schools and schools to provide a consistent approach.
- Children are kept safe and secure. The childminder ensures they are constantly supervised and completes thorough risk assessments to ensure hazards are appropriately minimised.

It is not yet good because

- The safeguarding children policy lacks detail. Contact numbers and the procedure to be followed in the event of an allegation of abuse being made against a member of the household are not included.
- Planning for children's individual levels of attainment is not robust. This means that some activities lack challenge and do not fully engage or stimulate children.
- The childminder is not confident about the progress checks at age two and has not identified how to improve her knowledge. Consequently, she is not actively building on her existing skills to ensure that she is ready to review children effectively.

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 lounge and checked all other areas used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection
- The inspector looked at children's learning journey records, planning documentation, the childminder's self-evaluation information and a selection of other policies and children's records.
- The inspector also took account of comments from parents and carers.

Inspector

Jennie Lenton

Full Report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Hilton, Derbyshire with her husband and their three children aged 21, 19 and 15 years. The whole of the ground floor and the toilet on the first floor are used for childminding. There is a garden available for outside play. The family have a cat.

The childminder takes and collects children from the local pre-school. There are currently 11 children on roll, three of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 6am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the safeguarding policy so that it is in-line with the guidance and procedures of the Local Safeguarding Children Board and includes an explanation of the action to be taken in the event of an allegation being made against a member of the household
- consider fully the individual needs, interests and stage of development for each child and use this information to plan more challenging and enjoyable experiences that consistently help children to progress in their learning and development.

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

- implement a clear action plan to show how identified weaknesses in practice will be addressed to bring about continuous development; with particular regard to the progress checks at age two.

Inspection judgements

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

Children are generally relaxed and settled in the childminder's cosy home. They independently select toys to play with and engage the childminder in their play, reading stories or colouring in with her. They communicate their needs appropriately, indicating

that they are hungry or that they want a cuddle for reassurance. The childminder responds to their requests willingly, offering them snacks or snuggling down on the sofa with them. Children enjoy plenty of time to play independently, selecting their favourite toys and engage in make-believe play with small world play-sets. They have fun as they pretend to fly the toy plane with the small characters inside, developing their imagination. Children also enjoy regular outings in the local area. They walk to the local park where they play on the swings and visit the nearby farms where they show interest in looking at the cows, chickens and pigs. Their physical skills are suitably promoted as they are encouraged to walk to and from these attractions and to use the equipment in the park. The regular walk to and from pre-school is made engaging as the childminder encourages children to collect acorns and conkers as they go along. This provides them with opportunities to learn about the natural world as they explore the feel of the items they collect and consider how they grow into trees.

Early literacy skills are developed as children enjoy crayoning, making recognisable drawings as they increase their pencil control. Children develop their mathematical skills as they count blocks as they build towers and measure out ingredients for baking activities. Their imagination is encouraged as they enjoy dressing-up as pirates and pretend the climbing frame is a pirate ship. They explore their senses as they play in the snow outside, then bring it indoors to see how it changes in the heat. Children also learn to share, listen to others and wait their turn with popular equipment as they play together in the childminder's home. This helps them develop key skills for future learning, such as, concentration and turn-taking, as well as helping them to be confident in other group settings, such as the classroom. All children are making steady progress towards the early learning goals through the sound support of the childminder. This also helps to prepare them well for their future learning and the move onto school.

Children's achievements are recorded and the childminder checks their development to ensure that they are continually making progress. Consequently, the childminder is aware of children's individual interests and developmental abilities. She plans some activities based on this which stimulate and engage them. For example, she helps children make their own post-box out of cereal boxes as they enjoy watching cartoons about a postman. However, other activities are not as engaging and children are not always challenged to make swift progress in their learning. For example, although they enjoy listening to a story about the postman, their communication skills are not encouraged as the childminder does not question them about the story or give them the opportunity to ask about the topics it has covered. Similarly, although she does take them to post letters these have no specific meaning to the children and they are not provided with the opportunity to learn about where the letters go after they are posted. Consequently, there is scope to improve the planning of activities to make them more challenging and better linked to children's individual levels of achievement.

The childminder takes children to and from the local pre-school which children attend prior to entering the local primary school. She communicates with children's key persons at this setting and shares information relating to their learning and development. This helps them to progress as she is able to work on areas for improvement, such as helping children to use scissors. The childminder provides one-to-one support when this is identified, where a child is struggling. She takes time to help children develop such skills and then informs

pre-school staff of the progress they have made. This helps all professionals to be aware of what children can do and provides focussed support where children need additional input. The childminder also regularly consults with parents. She discusses children's abilities at the start of a placement to determine children's starting points and ensures that parents are kept informed about progress by sending the development files home everyday. Activities, such as making paper snakes to celebrate Chinese New Year, are also shared and parents do these at home with the whole family. This helps children to consolidate and further developed their understanding in their own homes.

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

Children build positive relationships with the childminder and with each other. They are helped to settle into the home as the childminder offers settling-in sessions where parents can slowly build up the time they leave their child. She also finds out about their likes and dislikes prior to them starting, so that she is able to ensure that favourite activities are on offer. This encourages children to quickly join in and enjoy their time here. Where special requirements are identified, the childminder ensures she has all relevant information and takes account of any needs. For example, she asks about any food allergies and ensures that any snacks are safe and suitable for children to eat.

Children are kept safe and show that they feel safe in the home. All exterior doors are kept secure and suitable risk assessments ensure that all areas and equipment are fit for use. Specialised safety equipment, such as safety gates and fire-guards are used to prevent children from accidental harm. The childminder also teaches children to keep themselves safe. They know how to respond swiftly during a fire drill as these are practised and discussed. On outings, children wear hi-visibility jackets and are reminded to hold hands and stay together. They learn about road safety as they walk down to the local park or to attend the pre-school. Children generally behave well. They receive encouragement and praise from the childminder throughout the day, which helps to build positive self-esteem. Any unwanted actions are dealt with calmly and with regard to children's individual personalities. For example, the childminder is aware that some children are less confident in speaking up when another child takes a toy off them, and ensures that she is vigilant to promote turn-taking and fairness. Children know what resources are available and move around to access the toys they want. The resources take account of the needs of children who attend and promote an understanding of diversity, with toys and stories displaying a range of different backgrounds and abilities.

Children's good health is suitably promoted through appropriate routines. For example, children's hands are washed prior to eating and after messy play activities. The childminder also ensures that nappy changing procedures protect children from any cross-contamination. Active play is encouraged with visits to parks and regular walks in the local area. Children also use the childminder's garden on a daily basis, using the small trampoline to bounce about on, running around on the large lawn and playing in the sand and water. Children bring packed lunches from home and enjoy a range of healthy snacks which are provided by the childminder. They tuck into bananas and raisins and enjoy drinks of fresh water or milk.

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

The childminder has addressed the recommendations set at the last inspection. She now has positive working relationships with the local pre-school that children attend, which enables her to support children's development across settings. She has also improved the level of information provided to parents about their children's learning. Developmental files go home at the end of every session, enabling parents to keep fully up-to-date with their child's progress. Children benefit as all carers are able to identify and work on their individual levels of attainment. She evaluates children's progress and ensures all areas of learning are covered and children are making steady progress. However, planning is not yet sufficient to consistently provide challenging and enjoyable experiences to help children extend progress in their learning and development. The childminder has also considered the strengths and weaknesses of her provision and is aware of the need to develop her understanding around children's progress checks at age two. However, she has not yet identified ways to address this weakness and so remains unsure about her role in this review process. Consequently, she is not effectively developing her own skills to improve outcomes for children.

All required training has been attended. The childminder has a current paediatric first aid certificate and has attended training relating to the welfare requirements of the Statutory framework for the Early Years Foundation Stage. She is aware of her role and responsibility in promoting children's welfare and all required policies and procedures are in place, although these vary in the level of detail they provide. For instance, there is a detailed written policy relating to sick or infectious children, which provides parents with a good level of information about when to keep their children at home to promote the well-being of all. However, the written safeguarding procedure is very brief and does not include the procedures to be followed in the event of an allegation being made against the childminder or a member of the household. Contact telephone numbers for the local safeguarding board are also not recorded in-line with the Local Safeguarding Children Board procedures. The childminder understands the signs and symptoms that may indicate abuse and knows who to contact should this be required. She is less knowledgeable about what to do if an allegation is made against her or her family. Therefore, the safeguarding policy needs improvement to ensure swift referral to the correct authorities in the event of any safeguarding issue.

The childminder does not currently work with any children with special educational needs and/or disabilities but is aware of the need to work in partnership with parents and other professionals to ensure that any specific needs are promptly identified and addressed. She builds positive relationships with parents and chats to them on a daily basis about their child's achievements and well-being. She collates feedback from parents to ensure they are happy with the care provided and to ascertain whether there are any changes they would like her to make. The childminder ensures that parents are aware of how to make a complaint if they need to and shares key policies with them so that they are clear about the standards to which she works.

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	EY382744
Local authority	Derbyshire
Inspection number	821603
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	18/05/2009
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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