

Inspection date

Previous inspection date

11/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
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

- The childminder has a suitable understanding of the seven areas of learning and supports children in their play so that they make satisfactory progress. She talks to the children, engaging in their play and asking questions to help secure their learning. This means children communicate well and that their language skills are developing at expected levels.
- Children have formed secure attachments. They are very happy and confident with the childminder, welcome visitors and form good relationships with other children in the setting.
- The childminder has a sound knowledge and understanding of her role and responsibilities with regard to safeguarding children and keeping them safe. She has implemented detailed written policies, procedures and risk assessments which clearly outline this role and responsibility and these are shared with parents.

It is not yet good because

- The childminder does not always use observations of children's learning effectively, in order to clearly identify and effectively plan for children's next steps in their learning, so that they make better than satisfactory progress.
- The childminder does not have a highly successful strategy for obtaining information from parents about children's learning at home, to enable her to plan precisely for children's future learning needs based on a complete picture of children's achievements both in the setting and at home.

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 downstairs and checked all other areas used for childminding, including the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records and a selection of policies and children's records.

Inspector

Karen Byfleet

Full Report

Information about the setting

The childminder was registered in 2013. 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 and child aged one year in the Woodville area of Swadlincote, Derbyshire. The whole of the ground floor 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 7am to 7pm, all year round. There are currently four children on roll, of whom; two are 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 meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from observations more effectively, for example, by linking them to the areas of learning and ensuring they are used to identify and plan for children's next steps in their learning, so that they make good progress.

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

- develop further the way that information is gathered from parents with regard to children's learning at home, so that this information can be taken into account when planning for children's future learning.

Inspection judgements

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

The childminder has a suitable knowledge of the seven areas of learning and provides a good range of activities that interest and engage children. Children's language development is successfully fostered as the childminder engages in conversations and reads stories with the children. Very young children confidently recognise and name numbers in a familiar story. For example, they can count and recognise characters and written numerals in a story about ladybirds. A good range of age-appropriate books is available, providing suitable levels of challenge and interest. Consequently, children are making steady progress in their communication and language skills. Early literacy skills are also being developed as children make marks with pens, crayons and paints.

The childminder understands the key principles of a good learner and takes time to help children develop self-control, concentration and skills. For example, she repeats the names of objects, such as the shape cutters, as children press them into the playdough. Mathematical skills are also suitably promoted. Young children learn about different shapes and sizes as they use shape sorters and inset puzzles, slotting in the pieces with increasing precision. Their physical skills are well developed as they climb on the small climbing frame, manoeuvre sit-and-ride toys and play ball games outdoors. Trips to the local park enable children to have access to a wider range of equipment, such as, slides and swings.

The childminder observes children as they play and records their achievements. Children's learning journey records indicate that they are making satisfactory progress across the areas of learning. However, observations made by the childminder lack detail in how they link to the areas of learning. This means the childminder is not able to clearly identify and plan for children's next steps in their learning. As a result, activities do not always match each child's learning needs or provide high levels of challenge. This means that children make satisfactory, rather than good, progress. The childminder has developed positive relationships with parents and encourages them to view their child's learning journey record. She also encourages parents to share information about their child's learning and development at home by enabling them to add comments into daily diaries. However, this is not a highly successful strategy and therefore, does not yet enable her to plan precisely for children's future learning needs based on a complete picture of children's achievements both in the setting and at home.

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. The use of appropriate safety equipment, such as safety gates, and risk assessments ensures children are able to 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 young children are learning 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 parents are fully informed at all times.

Very young children are starting to develop a suitable awareness of their personal care. For example, they co-operate at nappy changing times and 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, regular visits to local parks, support children's physical development and further enhances their good health and well-being. Children are encouraged to learn how to keep themselves safe. The fire drill is practised and older children are reminded about road safety as they go out and about and walk to and from school. This helps them to develop a sense of responsibility for their own well-being as well as helping them to understand how to respond in an emergency.

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. Good links with local schools also help children to be ready for the transition to formal education. Taking and collecting older children to and from school makes the local school building familiar to the younger children.

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 satisfactory knowledge and understanding of the learning and development requirements and a good understanding of 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 evaluates her provision and has been effective in identifying areas for further improvement. For example, she has been assertive in including in her self-evaluation, the area of observation, 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 and accident and medication records are well maintained and kept confidential. A range of written policies and procedures have been implemented and are 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	EY459999
Local authority	Derbyshire
Inspection number	910269
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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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