

Inspection date	03/10/2013
Previous inspection date	20/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children enjoy a wide range of activities and experiences that cover all of the areas of learning. The children's interests are effectively used and extended to enhance their learning and ensure it is a purposeful pleasant experience.
- The childminder plans to children's individual interests to effectively promote their learning and development. Effective observation, assessment and planning for their next steps ensure children make good progress in their learning and development.
- The childminder installs a sense of well-being and social awareness as she has a good understanding and implementation of appropriate behaviour management strategies dependent upon children's age and stage of development.
- Priority is given to protect and safeguard the welfare of the children. This is evident through effective practices that successfully promote children's safety and well-being.

It is not yet outstanding because

- There is scope to allow children to further extend their rapidly growing sense of exploration by providing an area where they can freely dig and investigate what is in the soil.
- There is opportunity to strengthen the already positive partnerships with parents further, with particular regard to parents with whom the childminder has less contact. Therefore, ensuring there is always consistent support for children's progress and preparation for their future learning.

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 engage in a range of activities and daily routines with the children.
- The inspector held discussions with the childminder and children.
The inspector looked at samples of children's assessment records, planning documentation, the childminder's self-evaluation form and a range of other documentation.
- The inspector and childminder completed a joint observation and shared feedback.

Inspector

Yvonne Layton

Full Report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and 14 year old in a house in Calow, near Chesterfield in Derbyshire. She uses the whole of the ground floor, the bathroom and one bedroom on the first floor for childminding. There is a secure garden for outdoor play. The childminder attends local amenities and groups on a regular basis. She collects children from the local schools and pre-schools. The family has a dog.

There are currently 18 children on roll, four of whom are in the early years age group. They attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. Hours are flexible depending on the requests of parents. The childminder holds appropriate early years qualifications at level 4 and she holds a Certificate in Early Years Practice. The childminder supports a number of children with special educational needs and/or disabilities and who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance further children's understanding of the natural world by, for example, providing a digging area outside to extend their exploratory experiences
- extend continuity and progression of children's learning and development within an effective two-way partnership by, for example, considering different ways to engage with parents with whom there is less contact.

Inspection judgements

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

Children's enthusiasm for learning, and the levels in which they succeed, is enhanced by effective opportunities for them to enjoy a wide range of activities and experiences that cover all of the areas of learning freely. The childminder's interactions and teaching techniques are positive and show her good understanding of how to engage and capture children's interests. This helps children to progress well and develop good skills for their future learning, such as moving on to nursery or school. The childminder bases her practice on a secure understanding of how to promote the learning and development of

young children.

The childminder and parents work well together to enable the children to make good progress in their learning and development. Parents are encouraged to contribute detailed information about their children and share their observations about their child's progress. The childminder then uses this information, along with her own observations, to best effect in assessing the children's developmental starting points and what they need to learn next. This is the start of an ongoing process, which effectively involves the parents in their child's learning. They share good communication through an efficient computer program. This includes daily diaries and development records, of which they can record their comments. In addition, the childminder ensures she maintains good verbal communications on a daily basis. There is scope to enhance the already strong partnerships with parents to promote children's learning and development further as the childminder has not developed different strategies to engage with parents with whom she has less contact.

Information is shared effectively with other professionals, if appropriate. This is in order to identify and support individual development needs of each child and to help support their continued progress. The childminder works effectively with specialist agencies and parents to ensure children receive an individualised supportive service, including children with special educational needs and/or disabilities. Partnerships with other providers the children attend are effective due to the consistent two-way sharing of information, including the sharing of children's learning and development and themes. Consequently, continuity and progression of children's learning and development is fully supported.

Children enjoy activities and experiences that cover all of the areas of learning, including, an appropriate focus on the prime areas of learning and regard for the specific areas of learning. The childminder effectively completes the progress checks at age two. The children's interests are effectively used and extended to enhance their learning and make sure they gain a rich purposeful experience. For example, children spontaneously use the table as a den. The childminder uses this event to extend their learning as she encourages them to consider if the den is a cave. She asks, 'What is it like and who could live there?' This is extended as the childminder becomes a 'bear' who lives in the cave.

Children's creativity and early writing skills are supported well as they can self-select from a good variety of writing and drawing resources. This is enhanced as they freely explore paint and experiment with glue as they stick leaves on paper. Children learn about the community as they visit local groups and amenities. They visit the church and extend their mathematical skills as they count the clock chimes. In addition, they investigate the different buildings in the area. They learn about nature as they walk in the area and undertake activities. For example, during a walk from school they collect leaves and talk about what happens to the trees in autumn. The childminder shares with the children how eggs develop into chicks as they find a rejected bird's egg. There is scope to extend children's experience of the natural world as there is limited opportunity for the children to explore and investigate what is in the soil and freely dig in the garden. Children are able to use their imaginations as they can use a good range of small world and imaginative resources. In addition, they learn about colour and develop their mathematical skills through routines, planned and spontaneous activities. For example, during a walk they see

a large lorry and count and consider the size of the tyres. They look for numbers and colours of house doors and count during traditional games.

Children's language and communication skills are extended through regular and routine conversations and during activities. The childminder proactively promotes and encourages children to question and discuss any issues. This increases children's ability to challenge and question. Spontaneous and planned stories, singing and rhymes extend their communication and language skills.

Children are prepared well for entry into pre-school and school, as the childminder proactively promotes independence and group skills. For example, she talks to them about the expected behaviour and they practice possible routines to prepare and reassure them.

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

Children are confident and secure with the childminder. This supports their well-being and promotes smooth transitions for them from their parents to her. They are acquiring the suitable attitudes and dispositions they need at school or for the next stage in learning. This includes children who have special educational needs and/or disabilities and who speak English as an additional language. This is because there are secure links with parents and school in relation to assuring children's good self-esteem and the continuity of care.

The childminder is a good role model and positive use of consistent strategies and age- and stage-appropriate explanations provide children with a clear understanding of acceptable behaviour. She is alert to recognising and working with children's individual personalities and development needs to support the children's learning about what is acceptable. Their self-esteem is supported as the childminder uses lots of praise and encouragement. She is committed to prepare the children for the next stage of their lives and to become socially skilled as she consistently promotes good manners, sharing and turn taking. They gain a secure sense of self and well-being as they talk about their family and significant other with the childminder. They readily talk about different families and communities. In addition, they effectively learn about people and culture as they enjoy activities, events and celebrations with the childminder and during activities at children's groups.

Children are encouraged to explore and experiment and take risks safely. They appear very comfortable in their surroundings and are becoming more aware of safety. They receive gentle reminders to sit carefully at the table and regular fire evacuation practices makes sure they know what to do in an emergency. Spontaneous events are used to support children's learning about safety. They readily discuss what is happening when they see an emergency vehicle and know not to cross the road, even if the crossing is green, if they hear a siren. This practice supports the childminder's risk assessments and ensures children are aware of how to help to keep their environment safe.

Children are encouraged to develop healthy lifestyles with a strong focus on outdoor activities and play. For example, children complete their own mini Olympic Games. Self-

care is promoted as the childminder supports the children to practise good personal hygiene routines. In addition, they learn about good health and safety when they interact with the childminder's dog.

Children learn about food appropriately through discussion and activities. Therefore, opportunities to support children's understanding about exploration of food are extended. The childminder discusses with parents any specific requirements to ensure she fully understands any allergies or health needs and is able to care for each child appropriately.

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

The childminder has a very secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. She regularly reviews children's progress, so that she knows which aspects of their learning need to be developed further. This means that children's needs are quickly identified and met. The childminder is strongly aware of the importance of evaluating and monitoring the service she provides to make sure children achieve and have a positive experience with her. She has clear ideas about how she wishes to progress, including continuing to complete training to enhance her own skills. The recommendation from the last inspection has been positively addressed. The childminder uses a self-evaluation document and effectively reflects on her own practice. This includes the evaluation of the activities children have completed. She is strongly committed to making ongoing improvements. This means that children get a strong service that enables them to achieve appropriately well in all areas of their development.

The childminder ensures she is effective in the implementation and monitoring of all aspects of the welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has an effective system to ensure that the adult to child ratios are met and maintained well and within this she is committed to make sure children enjoy a positive experience at all times when they attend her service.

The childminder has a robust knowledge of child protection issues, supported by an effective safeguarding policy. This ensures that she is very aware of the possible signs of abuse and knows what to do if she has concerns about a child. Children's well-being is assured as they are supervised effectively, the home is secure and robust safety and security procedures ensure they are well protected. Required and additional policies and records are kept, including accident records, which the childminder reviews. Risk assessments are in place. Hazards to children are kept to a minimum. Furniture and resources are maintained well and suitable for the children to use. This means that children are safe and secure in the childminder's care.

Partnerships with parents are overall effective. This ensures they are confident to leave children in the childminder's care. She has good communication with parents to ensure continuity of children's care, learning and development. For example, parents receive a regular newsletter. Regular two-way sharing of computer based written and verbal information enhances parents' experience and extends children's learning. Effective

partnerships with external agencies and other providers are well-established and contribute to meeting children's needs. The childminder is proactive in contacting other agencies to seek their input and support, to ensure children's needs are well-met.

Parents are encouraged to share their views about the childminder's service both verbally and by written information. Children's views are readily sought. Therefore, children and parents are effectively involved in the evaluation and assist in the continuous improvement of the childminder's service.

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
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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	207420
Local authority	Derbyshire
Inspection number	934069
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	20/02/2009
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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