

<b>Inspection date</b>	15/10/2013
Previous inspection date	05/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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How well the early years provision meets the needs of the range of children who attend		3
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## **The quality and standards of the early years provision**

### **This provision is satisfactory**

- Good settling-in procedures help children to make secure attachments with the childminder. They are happy and relaxed within the warm and welcoming environment that the childminder provides. This good emotional support helps them to settle quickly and enjoy their learning.
- Children learn through play in a safe environment. They are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.
- The childminder gains a thorough understanding of children's starting points for learning through information from parents and initial observations carried out. This ensures that the childminder has a clear idea about what children already know and can do.

### **It is not yet good because**

- Children's ongoing learning is less well supported because the planning, observation and assessment cycle is not fully developed and therefore, not robust in being able to precisely establish if there are any gaps in children's learning and how to provide support for these, so that they make best progress.
- Self-evaluation is not sufficiently robust to demonstrate clearly how targets for development are prioritised and planned for, in order to drive the continuous improvement of the provision.

## 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 taking place in the dining room and the sitting room.
- The inspector looked at a range of documentation relating to the children and to the setting, including policies and procedures, the children's records and the childminder's self-evaluation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector undertook a tour of the premises and the areas used for childminding, including the outdoor areas.

## Inspector

Susan Wilcockson

## Full Report

### Information about the setting

The childminder was registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their three children aged eight, four and three years in Whaley Bridge, Derbyshire. There is a secure garden available for outdoor play.

The childminder regularly works with another registered childminder. There are currently four children on roll within the early years age range and two children, who attend before and after school. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The family has fish and pet rabbits.

### What the setting needs to do to improve further

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

- strengthen the systems for planning, observation and assessment, so that they are effective in being able to identify the gaps in children's learning and in identifying how to provide support for these.

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

- devise a clear improvement plan that identifies how areas for further development will support children's achievements over time.

## Inspection judgements

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

The childminder offers a warm and welcoming environment where children enjoy a range of activities, which interest them and satisfactorily supports their learning. She takes account of their individual interests and needs by ensuring children are able to choose toys and activities they enjoy. The childminder has a suitable understanding of how to promote children's learning and development and the resources provided help them all to make suitable progress within the areas of learning and development.

The childminder has an adequate understanding of the children's starting points for learning. She engages with parents to gain valuable information from them about their children's likes and dislikes and supported with initial observations, forms their child's

initial starting point for learning and development. Although, the childminder plans some activities that link to children's next steps for development, the observation and assessment cycle is in the early stages of development. The childminder does not consistently use this information to inform planning accurately enough to ensure children make good progress in their learning and their individual learning needs are met.

Daily verbal feedback keeps parents informed about the care routines and the activities their children participate in. In addition, the childminder shares what she knows about children's progress with parents on a regular basis. This ensures that parents become engaged in their children's learning and development and will support the childminder to complete the progress check at age two, when appropriate.

Children play happily with the activities provided for them. They develop an understanding of spoken language as the childminder engages the children throughout their play in meaningful learning opportunities. For example, a younger child is encouraged with their speaking as the childminder scaffolds the sound of a car for them and praises them for their attempts to say 'brum brum' as he plays with a car. The childminder later extends this understanding when the child is looking at a book of trains, modelling the sound of a train to the child, further supporting their interest in vehicles.

The childminder provides a range of creative experiences for the children enabling them to explore art and craft materials. Children have access to drawing and colouring resources and the childminder plans craft activities. They learn about change as they make salt dough, which they then cut out using gingerbread men cutters and then bake in the microwave, recognising that this hardens the dough. Children then paint their models and proudly show them to the childminder, demonstrating pride in their achievements. The childminder provides a range of resources that support children's mathematical and problem solving skills. Young children competently complete a shape sorter puzzle while older children learn to match animal cards. They also recognise shape and size through jigsaw puzzles, recognising when a piece is too big to fit into the puzzle.

Children are supported in their physical development through the daily activities available to them. For example, a young child's emerging walking skills are supported as the childminder provides resources that support their balance using push along toys. Older children are provided with age-appropriate equipment that offer challenge, such as bikes, slides and a trampoline in the outdoor area.

The childminder provides children with opportunities to learn about their environment and the world they live in. She takes children on daily walks into the local environment as well as taking them to the football field or to feed the ducks by the canal. Children also learn to care for animals as they feed the childminder's fish and enjoy feeding carrots to the pet rabbits. In addition, children learn about festivals and culture, for example, by making Halloween baskets. The childminder extends the opportunities for children to develop their social skills by attending a mother and toddler group. This supports children to prepare for later transitions to nursery and to school as they learn to mix with a wider group of children.

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

Children are happy and settle well as the childminder provides a warm and welcoming environment. Good settling-in procedures help children make secure attachments with the childminder. This good emotional support helps children to engage in their learning. Positive relationships with parents build up through effective settling-in procedures where she discusses the children's individual care routines that support the children's needs.

Children gain a good understanding of potential dangers and risks to themselves as the childminder is vigilant to potential risk. She is watchful with a younger baby, who is demonstrating strong exploratory movements reminding them to be careful when pulling themselves up against toys that might move and cause them to fall. An older child remembers that the dough 'might be salty and not too eat it', reminding another child as they recall the activity when they made salt dough.

The childminder ensures that the environment is safe and secure for children to play freely. She undertakes risk assessments as well as carrying out daily checks of the environment. Safety measures, such as stair gates are provided, ensuring that children do not have access to areas that may present a hazard, such as the kitchen. Parents provide meals and snacks for their children but the childminder discusses healthy options, such as providing fruit for snacks and sandwiches for lunch. Children are encouraged with their feeding skills and a younger child competently holds their own bottle to drink from. Children develop a good understanding of healthy practices as the childminder explains they need to wash off the germs from playing with the dough before snack. They develop skills in becoming independent through support from the childminder when putting on coats and shoes. Children also begin to learn about fastenings as the childminder provides a range of dolls and clothes that they can dress. This helps children gain independence as they learn self-care skills.

The childminder provides a stimulating environment with a range of age-appropriate resources accessible both indoors and outdoors. Children become familiar with their local community with daily walks and trips to the local nursery and schools. These trips help prepare children for their move to other settings and to school as they familiarise themselves with routines and places. The childminder is aware of the support available through the local authority for children with special educational needs and/or disabilities or those, who speak English as an additional language, so that all children are helped to make suitable progress.

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

The childminder has a satisfactory knowledge of child development. Although, she carries out observations and assessments of the children in her care, these are not yet robust enough to ensure that they make good progress. Children's next steps in learning are generally identified, but planning does not consistently cover all areas of learning or wholly identify gaps in children's learning. Consequently, children's progress is not fully supported to enable them to meet their full learning potential.

The childminder self-evaluates her practice and provision considering feedback received from parents and reflecting on improvements she has made. However, she has not considered within this evaluation a clear improvement plan that identifies how further areas for development will best support children's achievements over time.

The childminder has a clear understanding of safeguarding issues and is aware of the procedures to follow if she has concerns about a child in her care. The childminder understands how to report any concerns to the appropriate agencies and these are identified with in her policies and procedures. Children's welfare is protected as the childminder has all the relevant documentation in place and has a current paediatric first aid certificate, to ensure that children receive the appropriate support in the event of an accident. The childminder carries out risk assessments for her home, outings and trips as well as daily checks of her environment, which ensures that potential risks to children's safety are identified and minimised or removed. For example, during recent building work, the childminder ensured children's safety at all times, including how the children could access the outdoors safely by using an enclosed garden area that is separate and away from the building works. Parents fill out suitable registration and consent forms, so that the childminder has the relevant details, in order to satisfactorily meet children's needs.

The childminder accesses training through the local authority and support through their improvement service, demonstrating her willingness to improve her practice for the children she cares for. She is aware of working with other early years providers to share information and has procedures in place for this to happen when a child she cares for attends another provision.

### **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

<b>Unique reference number</b>	207661
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	935054
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	3
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/07/2011
<b>Telephone number</b>	

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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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