

## Inspection date

Previous inspection date

18/11/2013

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

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 requires improvement

- Children have warm and secure relationships with the childminder, which gives them a sense of security and belonging and supports their emotional well-being.
- Partnership working with parents is sound. This helps support consistency of care for children, to benefit their overall well-being.
- Most aspects relating to safeguarding children, are secure. The childminder has a good understanding of how to keep children safe from possible abuse and is clear about her responsibility to report any concerns she may have.

### It is not yet good because

- Manufacturers guidelines for the safe use of equipment are not always followed, which means that some available equipment is not suitable for use.
- Learning intentions for adult-led activities are not always implemented, which means that some opportunities are missed to best support individual children's learning and good progress.
- The childminder does not always support children's identified next steps in their learning during activities and care routines. Consequently, children's development is not always consistently supported.

## 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 living room, conservatory and the outside area.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at a range of policies, procedures, planning, risk assessments, children's assessments and certificates.
- The inspector took account of the views of one parent on the day.

## Inspector

Helen Allanson

## 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 childminds with another childminder from the other childminder's house in Heanor, Derbyshire. The whole of the ground floor, along with two bedrooms on the first floor and the rear garden are used for childminding. The family has pet fish and a small dog.

There are currently five children on roll, three of whom are in the early years age range. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

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

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

- improve the use of risk assessments to ensure children are kept safe with particular reference to the use of the trampoline
- ensure planned, adult-led activities meet children's individual learning requirements and help children make good progress towards the next steps in their learning.

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

- extend the use of care routines, such as snack time, to extend children's learning opportunities, for example, by: developing independence skills and counting during food preparation by offering older children opportunities to prepare their snack and count pieces of food.

## Inspection judgements

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

The childminder demonstrates a sound knowledge of the Statutory framework and the Early Years Foundation Stage. She initially asks parents for information on their child and carries out observations of children when they start. She then continues with regular observations and plans their next steps in learning. However, some adult-led activities do not always meet the learning intention or acknowledge children's identified next steps in their learning, meaning that opportunities for learning are missed. Information about

children's learning and activities during the sessions is shared with parents. In this way, they are adequately involved in their children's learning.

The childminder provides a welcoming and child friendly environment. Children are happy in the home and interact very well with the childminder. They take part in creative activities, such as creating autumn collages with leaves. They discuss colours and textures of the leaves, which develops their knowledge of descriptive language. Children develop their fine motor skills by using the glue spatula to apply glue. The childminder praises them throughout. Children engage in imaginative play with dolls and pushchairs and the childminder encourages sharing and taking turns during play. They experience a range of trips in the local area, including feeding ducks, going to parks and toddler groups. This develops their knowledge of the world around them. They also visit soft play centres, which gives them opportunity to develop their large muscles. These types of activities enable children to acquire a suitable range of skills necessary to support their readiness for school when the time comes.

Children have access to a range of books stored at their level for self-selection. They enjoy looking at books independently and with the childminder. The childminder develops their literacy skills satisfactorily by encouraging older children to tell the story themselves, offering prompts when required. She sings familiar songs with them, such as 'This little piggy' and 'Round and round the garden'. They squeal and giggle with delight at being tickled and ask for the song again. Mathematics is promoted satisfactorily during play activities. For example, counting is promoted while children undress dolls and put on coats and shoes for outdoor play. However, this teaching is not extended to routine activities, such as snack time, to further promote children's independence skills as well as their mathematical skills, for example, counting pieces of fruit at snack time and helping to prepare food.

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

Children's personal, social and emotional skills are developing. They have positive relationships with the childminder and are happy and settled. This supports children's emotional well-being and helps children make a positive transition from their parents' care into the care of the childminder each day. They play happily alongside other children. Children are learning to share and take turns and the childminder is consistent in her approach to behaviour management. There are some resources depicting diversity and the childminder uses opportunities during play to raise awareness of other cultures. The home is clean and well maintained. Fresh meals are cooked each day and snacks are healthy, showing that children's good health is suitably considered. Children sit together to eat their meals, which develops their social skills. Older children are generally developing their ability for self-care. They understand to wash their hands before snacks and after outdoor play, which supports their understanding about how good hygiene routines contribute to keeping themselves healthy. They are also encouraged to put on and fasten their own coats, which develops some independence skills.

Children's safety in the home is generally well supported through effective risk assessment and they are reminded about safety during play. The trampoline is risk assessed and as

such, has a safety enclosure fitted to prevent children from falling off. However, the manufacturers recommendations with regard to age range suitability, are not taken into account. This means that children have use of equipment, which is not necessarily age-appropriate and therefore, not suitable for them to use.

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

The childminder has a good understanding of how to keep children safe from abuse and is clear about her responsibility to report any concerns she may have. Outings are risk assessed to keep children safe outside the setting. Fire drills are regularly carried out to keep children safe. A range of policies and procedures are in place, which meet the statutory requirements and most of which, satisfactorily underpin children's safety and welfare. These are shared with parents, so that they are appropriately informed about the service offered.

The childminder carries out self-evaluation. She discusses this with another childminder and has highlighted what she can do to improve her practice. The childminder monitors the progress the children make by comparing her observations with the Early Years Outcomes document. This helps her to monitor if children are making typical progress in relation to the expected range of development for their age. She identifies areas children need to develop in and plans activities to meet their needs. This means that she assesses and tracks children's progress appropriately.

Relationships with parents are sound. They are warmly welcomed into the setting and have positive relationships with the childminder. Parents receive information about their child's activities during the day and their views are listened to. The childminder has an appropriate understanding of the importance of working with other professionals, such as the childminding support worker, to help her provide the best provision for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY463831
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	921817
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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