

Inspection date	19/11/2013
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are well settled at the childminder's home and have formed positive relationships with the childminder, her assistant and their peers, which helps them feel safe and secure.
- The childminder has good knowledge of how young children learn and is particularly skilled at helping them to make good progress in their communication and language skills.
- Children are provided with a good range of interesting activities that provide challenge and the learning environment is well organised, enabling children to be independent in their play.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She minimises potential risks so that children are able to use all areas of the home with confidence.

It is not yet outstanding because

- Parents do not have regular opportunities to contribute to the assessment of their children's learning and are not provided with suggestions to extend children's learning at home, so that a highly collaborative approach promotes children's learning to its full potential.

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 held discussions with the childminder and her assistant and spoke to children.
- The inspector observed children in their play, and eating lunch.
- The inspector held a joint observation with the childminder.
- The inspector discussed the children's learning and progress with the childminder.
- The inspector checked the childminder's suitability, qualifications and her policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

The childminder registered in 2000 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband, who is also her assistant, and her children aged 13 and 15 years and adult child. They live near Smalley, Ilkeston, Derbyshire. Children have access to the whole of the ground floor of the house. Toilet facilities are on the first floor. There is also an enclosed garden for outside play. The childminder provides care all year round, Monday to Friday between 7.30am and 6pm. There are currently 11 children on roll, of whom four are in the early years age group, most of whom attend part-time. The family has three cats and a small dog. She is a member of the Professional Association for Childcare and Early Years and receives support from the local authority coordinator. She is also part of a childminding network.

What the setting needs to do to improve further

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

- develop further the already good partnership with parents by providing suggestions to extend children's learning in their home and enable them to contribute to the assessment of their children's learning on regular occasions.

Inspection judgements

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

Children's learning and development is supported well because the childminder and her assistant have a secure understanding of the prime and specific areas of learning. The childminder has a secure understanding of how children learn through play. She carefully observes children to find out about their immediate interests in order to plan activities or experiences to enhance their learning. She obtains detailed information from parents, about children's routines, likes and dislikes, and their starting points in their learning, determining what they can already do. This helps her to settle children quickly, as well as provide them with activities that interest the children from when they start. The childminder carries out observations of the children while they play. She uses these observations, to assess their development and plan activities that challenge their individual learning needs. As a result, she can move children forward and track their progress. Assessments are regular and precise. This enables the childminder to identify any gaps in children's learning and successfully implement the progress check at age two. As a result, she is able to identify when early intervention is needed, so that children receive the appropriate support to meet their learning needs. Consequently, children are making good progress. Parents are involved in their children's learning in most respects. The childminder feeds back to them on a daily basis to discuss what their children have been doing and their child's achievements. She encourages parents to contribute to assessments of their children's learning and has individual times with them to discuss their

children's progress. However, strategies used are not yet highly successful in engaging all parents. Also, she does not always provide ideas and suggestions to parents to support children's learning at home.

Both the childminder and her assistant engage and interact well with children. They provide a good balance of adult-led and child-initiated play. This means that children explore independently and also take part in more focused activities. The childminder follows children's interests to extend and challenge learning through play. As an example, children enjoy a role-play activity and use replica utensils as they pretend to make a cup of tea. The assistant initiates cooking a cake to go with the cup of tea. Children pretend to gather the ingredients and stir the mixture. He makes reference to them making 'gingerbread people' earlier in the day and the children retell the assistant what they did. He uses this opportunity well and asks why, what, and how questions to extend their learning. Consequently, children are engaged, motivated and are keen to learn. Communication and language is fostered well. Children are constantly talking to adults, who listen and respond with enthusiasm; as a result, children hold purposeful conversations, learn new vocabulary and express themselves effectively. Children develop their physical skills well when they play in the garden and visit the local park. Here, they learn to climb and balance and use small equipment. They are developing good handling skills as they learn to use tools and explore playing with jigsaws and squeezing the play dough. For example, the childminder plans an activity for the children to construct items. She presents them with a selection of tools. Children, use screwdrivers and twist and turn them securely to tighten screws and bolts. They are thoroughly engaged in this and well motivated. The childminder praises their efforts and this helps them to continue to make tall towers and a 'shopping trolley'.

Children play with sorting and matching games, which help them with their early understanding of some mathematical concepts. They count during the play and learn to recognise numbers well. There is a good selection of books, including stories from different cultures, which children can look at or choose for story times. Children snuggle with the assistant on the sofa and they look at books. He encourages them to turn the pages and talks to them about the pictures. The children later copy what he has been doing. They are beginning to understand that books bring pleasure and that print carries meaning. This, along with the children learning to write their names, helps their early literacy skills. The childminder provides the children with a wide variety of stimulating experiences. Children also make regular visits to woods and a nearby farm, which extends their understanding of the world around them particularly well. For example, they collect leaves on an autumn walk, and make pictures using the leaves. The childminder also uses these times well to talk to the children about the things they notice when they are outdoors. She challenges them to spot objects of a given colour or to count people and vehicles; this encourages them to be observant. This in turn helps children to acquire the skills necessary for their next stage in their learning and readiness for school.

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

Children enjoy close and trusting relationships with the childminder and her assistant which are developed over a period of time as they are gradually introduced to her home.

Consequently, children feel confident to explore their surroundings within a loving and secure environment, which enables them to settle quickly and to become active in their play. The childminder has a good knowledge of each child's background and individual needs and follows the child's home routine to help to ensure consistency. They laugh and smile with enjoyment as they move around freely. The learning environment is well organised, creating a welcoming, child-friendly space. This encourages children to lead and direct their own play and learning and successfully engages their interest. Children use a wide range of resources that promote all areas of learning. These are easily accessible, which allows children to make choices about their play and explore independently. Children's personal and emotional well-being is fostered well as the childminder organises daily trips to local childminding and playgroups. This gives them the confidence to form friendships and to understand behaviour boundaries when they are ready to explore the wider community. Children's behaviour is managed well as they learn to share and take turns while playing. The childminder and her assistant give children lots of praise for their efforts and achievements. This reinforces their good behaviour. They clearly enjoy each other's company and demonstrate a caring attitude towards the adults and each other.

Children's individual routines are closely followed, benefiting their good health and well-being. This means that children rest and sleep when they are tired and enjoy nutritious meals and snacks when they are hungry. Mealtimes are calm and sociable. Children sit and enjoy their food and the childminder talks to them about eating up their chicken to make them grow strong and healthy. They follow good hygiene routines from an early age, learning how to keep themselves clean through daily routines. Children's health and welfare is promoted well through discussions that support their understanding of healthy eating. This is reinforced through activities, such as playing with pretend fruit, cutting vegetables and the display of healthy eating posters in the environment. Children benefit from regular fresh air and exercise as they go out for a walk every day and engage in robust physical play and games, indoors and outside.

Children feel safe in the childminder's home because she is vigilant about their safety and supervision. Her home is well organised, enabling children to move around freely and safely, offering them a broad range of choices in their self-chosen play and investigations. They learn how to keep themselves safe by following sensible safety rules, such as not running indoors and by staying close to the childminder when they go on outings. Children are developing a positive understanding of how to keep themselves safe from harm. For example, they participate in regular emergency evacuation practices and discuss road safety and the green cross code when with the childminder on outings. The childminder has good links local schools and other providers. Communication diaries support the sharing of relevant information between the pre-school, the child's home and any other carers. This contributes to effective moves for children when they also attend other establishments.

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

The childminder effectively meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This means that she securely protects and promotes children's welfare. She has good knowledge and awareness of the Local Safeguarding Children Board procedures. She ensures children are safeguarded effectively because she has a very good knowledge of the procedures to follow in the event of any concerns about a child in her care. She shares this information with parents, which means that children are kept safe and protected from harm. The childminder has good policies and procedures in place to ensure that the children are safe. Parents receive copies of these and the childminder checks that they understand them. She records accidents and medication administration, providing copies for parents so that they are always fully aware. The childminder understands children's medical or dietary needs, adapting menus when necessary. She explains how well she understands the possible risks to children, for example, when they go outdoors or make a visit. She takes steps to reduce these and talks to the children about ways they can learn to avoid accidents. For example, she teaches them how to use the garden play equipment safely. The childminder checks the premises regularly to be sure they are completely safe and is particularly vigilant when she attends toddler group sessions. She keeps good records of emergency contact details.

The childminder demonstrates a clear understanding of her responsibilities of the learning and development requirements of the Early Years Foundation Stage. She has a secure understanding of how children learn and this enables her to provide a wide range of activities and experiences to help children make progress in their learning. The childminder tracks children's progress in each area of their learning so that she can be sure she is providing the right opportunities to enable them to make consistently good progress. The childminder provides a welcoming, safe environment, where children learn through play. Clear consideration is given to each child's stage of development, with the provision of stimulating activities. The childminder reflects on her practice and carefully monitors children's progress. Self-evaluation includes parents' views about the childminder. Parents are happy with the care given and provide positive feedback. The childminder demonstrates a drive for improvement and through careful monitoring and evaluation she has identified areas for development. For example, plans are in place to improve the outdoor environment further by developing a vegetable patch so that children learn about nature through first-hand experiences. The childminder is committed to continuing her professional development. She has booked on future relevant training courses to further develop her knowledge of new practices in early years and use new skills to develop the childminding provision.

Partnerships with parents are good because the childminder has good processes in place to gather and share information about their children so their individual needs are met. The childminder has a strong partnership with parents and is in touch with them frequently by whatever method parents prefer. This reassures parents that their children are settled and happy. When children first start attending, the childminder asks parents for detailed information. This process helps her to decide what activities and toys children will enjoy, so that they settle easily. The childminder understands the importance of sharing information between other establishments when children attend more than one provision, which enables them to work together to support children's learning. She meets other childminders when she is out with the children and shares good practice with them. She

demonstrates a good understanding of how to work in partnership with other professionals to support individual children. She is ambitious and keen to extend the range of learning opportunities for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	207340
Local authority	Derbyshire
Inspection number	818056
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	26/01/2009
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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