

Inspection date

06/11/2013

Previous inspection date

21/01/2010

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 cared for in a welcoming family home, where they develop good relationships and attachments which help them feel safe and secure.
- Teaching is good because the childminder plans a broad range of activities, both inside and out, which help children to learn through play and real experiences. As a result, they make good progress in their learning and development.
- The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements, and has effective systems to monitor their implementation.
- Positive relationships with parents support continuity in children's care, learning and development. There is an effective two-way flow of information, both verbally and in writing.

It is not yet outstanding because

- The childminder does not always fully challenge the older children's language skills by using props or helping them to recall experiences and events in their lives, so that they learn to communicate more expressively.

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 spoke to children.
- The inspector held a joint observation with the childminder.
- The inspector looked at children's children's assessments and planning documentation.
- The inspector checked the childminder's qualifications, evidence of suitability and her policies and procedures.
- The inspector took account of views from parents by looking at the children's daily diaries and comments in learning journey records.
- The inspector observed children in their play and at lunchtime.

Inspector

Janice Hughes

Full report

Information about the setting

The childminder registered in 2009 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged six and nine years in Church Gresley in Swadlincote, Derbyshire. The whole ground floor of the house is used for childminding and there is an enclosed garden for outside play. The family has a pet cat.

The childminder provides care all year round, Monday to Friday between 8am and 6pm. However, these times are flexible. There are currently 11 children on roll, of whom seven are in the early years age range. Most of these children attend on a part-time basis. The childminder drives to the local pre-schools and schools to take and collect children. She receives support from the local authority.

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 programme for communication and language by offering additional challenge to the older early years children through introducing more complex words and using props, such as books and pictures, to help them learn to be more expressive when describing items and their experiences.

Inspection judgements

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

Children enjoy the time they spend in the childminder's home. They benefit from an organised and exciting learning environment, which they happily explore. The childminder gathers valuable information from parents before the children start about their preferences and capabilities. She uses this information well, along with her own initial observations to form her starting points. She routinely notes children's interests and achievements, and uses relevant guidance documents to assess their progress. She plans activities well that follow children's interests and effectively considers children's next steps in learning. The childminder keeps parents well informed of their children's progress. They have daily discussions about their child's developmental record, which the childminder illustrates with photographs of children engaging in activities. The childminder understands the requirement to review children's progress between two and three years. She has planned to discuss the arrangements with parents for children in this age range so that the review best meets the needs of the child.

Children make good progress in their learning and development and enjoy a range of experiences that fully take account of what they need to learn next. The childminder

teaches well, plans a broad range of activities and understands that children learn best through play. She engages with children to enhance their communication skills in readiness for their future learning. She asks children about what they are doing and they respond collaboratively, describing their play. The younger children are beginning to use specific vocabulary well as they talk about feeding the 'baby' using the 'bottles' and talking to 'mummy on the 'telephone', and are increasingly able to convey their own thoughts and needs. Older early years children are developing a higher level of communication skills, such as learning to take turns in conversations. All children's language skills are developing well, although there is room to further challenge the older children by introducing more complex words and using books and pictures to help them learn to use language more expressively. Children thoroughly enjoy playing with the telephone, and press buttons competently and watch the lights flashing on and off. The childminder gives a strong focus to promoting children's physical skills. For example, she promotes the development of handling skills by using toys, such as jigsaw puzzles and building towers. Children further develop these skills as they thoroughly enjoy smearing paint and make 'rockets' using paintbrushes and glue spreaders. This activity also engages the children well and they express their creativity and imagination as they talk about Bonfire Night. Children learn good movement skills as they learn to climb, balance and use small equipment in the garden daily. To enhance these skills the childminder takes the children to the local park where they can experience challenge with larger physical equipment.

Children learn about the natural world effectively through exciting activities. For example, they grow their own vegetables, dig in the mud patch in the garden and thoroughly enjoy their walks in the woods. Here, they collect conkers, fir cones, twigs and leaves. The highlight of this opportunity is to run and jump in leaves, throwing them and letting them fall to the ground. The childminder uses these experiences well and develops early mathematical skills as children sort and count the items they have collected and make collages to remember their experiences. Children are enjoying using books from an early age. They sit and look at the pictures independently and snuggle with the childminder to read a favourite story. They listen and concentrate and join in with the actions, showing the start of good literacy skills. The childminder uses many opportunities outside of her home to encourage children's social skills. She takes children to toddler groups and the library, and they meet up with other childminders and minded children regularly. This gives children the essential skills to be able to socialise and build good relationships with others, and to learn to communicate and express themselves successfully. As a result, children are happy, very active and engage purposefully in stimulating activities and play experiences. They are developing a good range of skills to support them in their future learning, for example, when they move to school.

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

Children settle well into the homely environment as the childminder has established positive and caring relationships with them. Parents comment that their children have 'thrived' in the care of the childminder and that she is 'supportive and committed'. Positive and caring relationships established by the childminder with the children means they are emotionally secure and are confident to play happily. The childminder obtains useful background information from parents when children start with her, so that she

understands their welfare needs clearly and can maintain routines. The childminder effectively promotes children's welfare and well-being. Children are happy to make choices, be imaginative and take part in conversations. They grow with a good understanding of their own safety and that of others. The childminder provides effective settling-in times, which are flexible to meet the needs of children and their families. As a result, this aids the move from their home to the setting. Consequently, children settle quickly into the childminder's home. The childminder continues to support children who move to other establishments. She reads stories to children about schools and takes them to events at the establishments, so that they become familiar with the building. She also provides a summary of the children's learning and their individual personalities. This helps ensure children receive continuity of learning and care over time.

Children's behaviour is effectively managed in a sensitive and manner appropriate to their individual needs and stage of development. From a young age, children start to know what adults expect of them through familiar routines and explanations. For example, removing shoes when coming in from the garden and not throwing toys in case they hurt their friends. The childminder regularly praises children's efforts and achievements, which helps boost their self-esteem. She reminds children about safe ways to move around, for example, tidying toys away to prevent children tripping and walking indoors. She teaches older early years children to 'stop, look and listen' for traffic when they are out walking, and involves all children in practising the emergency evacuation procedure from her home. This all raises children's good awareness of how to stay safe. Children play harmoniously together, waiting for their turn and sharing toys together. They enjoy each other's company and seek the approval of their friends. The childminder is gentle in her approach and acts as a good role model. Children show great respect for the childminder and are well behaved.

Children follow the childminder's good example to learn effective hygienic practices. Children wash their hands before eating and dry them on personal hand towels to prevent the spread of infection. The childminder promotes healthy lifestyles well. Children benefit from healthy and nutritious snacks which meet their special dietary requirements. Parents provide children's meals and the childminder emphasises 'healthy lunch boxes' and talks to parents about providing fruit and vegetables to help the children receive their 'five a day'. Children sit together at lunchtime, which supports them to develop good social skills, in readiness for their future learning. The childminder supports children to learn about healthy eating, for example, through reading books about fruit and vegetable characters and growing their own fruit and vegetables, such as raspberries and tomatoes. Children participate in exercise daily. They use the garden in all weathers, enjoy visits to the children's centre, where they bounce around in the ball pool, and run around at the park.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has a good understanding of safeguarding procedures and her role with regard to meeting the safeguarding and welfare requirements. There is a strong focus on children's safety,

security and happiness. The childminder attends training to further her knowledge, such as completing a child protection course to develop her knowledge of safeguarding children. As a result, the childminder fully understands her responsibility to protect children's welfare and knows what she must do should she have a concern. There is a good understanding of safe and effective working practices, and the childminder considers the welfare of children to be paramount. She demonstrates a secure understanding of when she would need to report any significant events to Ofsted and keeps appropriate records. Clear and effective risk assessments are undertaken regularly to enhance children's safety. There are robust systems in place to record accidents and existing injuries to share with parents.

The childminder has a good understanding of the care, learning and development requirements of the Early Years Foundation Stage and fulfils her responsibility to meet these well. She effectively monitors children's progress, and by doing this ensures she can identify any gaps in children's learning. As a result, she can make early intervention and target children's learning effectively to close the gaps. Consequently, children make good progress from their starting points. The childminder understands the importance of continuously improving her practice for the benefit of the children. She has worked hard since the last inspection to successfully implement the actions and recommendations set for improvement. For example, she has completed the required childminding qualification. As a result, she has improved her knowledge of the seven areas of learning and how to effectively implement assessment processes. Consequently, children enjoy activities and opportunities to enhance their learning. She is reflective in her approach, recognises her strengths and has clear plans in place for further improving her practice and benefit the children in her care. For example, she attends relevant training courses to promote her continued professional development and to enhance her skills.

The childminder has positive relationships with parents. She regularly shares information about children's routines and the activities they complete. She welcomes daily discussions to maintain effective communication. She shares information about the service she offers and provides them with a 'welcome pack' which includes her policies and procedures, contracts and complaint procedures. The childminder understands the importance of working with other providers, schools and professionals to identify all children's needs and help them progress. She exchanges information with others who care for the children. Consequently, there is continuity in children's care, learning and development.

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	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	EY394356
Local authority	Derbyshire
Inspection number	938769
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	11
Name of provider	
Date of previous inspection	21/01/2010
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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