

Inspection date	22/11/2013
Previous inspection date	16/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 extremely happy and confident in the childminder's welcoming home. They particularly enjoy exploring the playroom where they help themselves to favourite resources and take part in a wide range of stimulating and engaging activities.
- Teaching is good because the childminder fully understands how to promote children's learning. She has high expectations for their achievements and supports them well. As a result, children make rapid progress.
- Children's safety is effectively prioritised. The childminder ensures that they are constantly supervised by an appropriate adult and that they are protected from accidental harm through thorough risk assessments.
- Positive relationships have been forged with parents. Children's well-being and development are discussed regularly and all individual needs are precisely met as the childminder takes time to get to know each child and their background.

It is not yet outstanding because

- While the childminder does restrict the use of mobile phones and cameras in the setting, her written policy lacks clarity about the actual procedure and how children are protected from unauthorised use.
- Children's understanding of information and communication technology is not fully extended to enhance and promote their learning further in this area.

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 playroom and checked all other areas used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and completed a joint observation.
- The inspector looked at children's learning journal records, planning documentation, the childminder's self-evaluation and improvement plan, evidence of suitability and a selection of other policies and children's records.
- The inspector also took account of comments from parents and carers and looked at the childminder's own parents survey information.

Inspector

Jennie Lenton

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two sons aged 12 and 10 years in Derby. The whole of the downstairs of the house is used for childminding, along with one of the first floor bedrooms. There is an enclosed garden to the rear of the property for outside play.

The childminder regularly attends toddler groups and takes and collects children from the local pre-school. There are currently five children on roll, all of whom are in the early years age range. They attend for a variety of sessions. The childminding provision operates all year round, from 6.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance the safeguarding policy to provide more clarity about how the use of mobile phones and cameras is restricted to promote children's well-being, and share this with parents and visitors to the setting
- extend opportunities for children to select and use information and communication technology resources so they progress more swiftly in this area of learning.

Inspection judgements

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

Children are happy and relaxed in the childminder's warm and welcoming home. They enjoy the freedom to access both indoor and outdoor areas and help themselves to favourite resources from the beautifully laid out playroom. They chat confidently to the childminder, involving her in their play as they make dinosaurs stomp across the play mat or set out a tea party for the dolls and teddies. All children enjoy a wide range of activities that stimulate and engage them. Favourite story books are enjoyed and children snuggle up to the childminder as they listen to the story of a caterpillar that turns into a butterfly. They develop their mathematical skills as she encourages them to count the pieces of fruit the caterpillar eats and notice how these go up in sequence. Children's early literacy skills are also well promoted as they turn the pages of the book with care and follow the words in the story, shouting out familiar phrases and recognising the initial letter sounds in familiar words. The childminder further develops this as she encourages children to sound out the letters in their own names as they write them onto their own artwork. Creative skills flourish as children make a caterpillar picture out of their handprints, then use

feathers, sequins and other materials to make the wings for a butterfly collage. The childminder also arranges activities outside the home. She takes children to the National Forest, where they enjoy going into the bird hide and looking at the wildlife. She also regularly visits the adventure farm where children have the opportunity to pet a variety of farm animals and find out about how they are cared for. This provides them with some very positive opportunities to learn about the natural world.

The childminder supports children's learning and development extremely well. She successfully teaches them new skills as she comes alongside them during their play, asking them questions and encouraging them to show what they know. She helps them to name the colours of the crayons they select as they draw pictures and makes suggestions to challenge and enhance their play. For instance, she suggests they make big and small circles as they swirl the crayons around. Children develop increasing pencil control as they make tighter and tighter circles on the paper, as well as increasing their understanding of size and shape. The childminder pitches activities to meet children's individual levels of attainment as she uses observation effectively. She records children's achievements and identifies ways to help them progress, then plans activities to provide a good level of challenge. She also identifies children's interests, so that all activities successfully captivate and engage them. As a result, they are willing learners who enjoy the activities on offer. For example, the childminder helps them to learn about volume and measure through a baking activity, as children show an interest in cooking. She gets children to weigh out ingredients and then choose biscuit cutters to shape the mixture prior to baking. Children are excited to see the biscuits come back out of the oven and then enjoy decorating them with icing and other toppings. All areas of learning are effectively covered through this activity and through the other exciting learning opportunities that are provided. However, there is scope to extend the use of information and communication technology so that children are able to regularly select and find out about how technology works. For example, children enjoy looking at photographs of themselves but have not had access to a camera. The childminder does have some electronic and programmable toys but these are not always easily accessible or linked to children's current interests. As such children's progress in this area is not as swift as in other areas.

Nevertheless, all children are making good progress towards the early learning goals. This helps to prepare them well for their future learning and the move onto school. Children learn to take turns, share and interact positively with others as they play together cooperatively. They are comfortable in group situations which helps them to be ready for the classroom. Where children attend other settings, the childminder works in partnership to support children's learning and development. She shares her observations of children's development with the child's key person at the other settings, so that all individuals working with the child are aware of their abilities and are able to provide well targeted learning experiences. The childminder also shares her observations with parents. She regularly discusses children's achievements and works with parents on areas for development. For example, she suggests ways for parents to encourage more speech, and shares a record of children's emerging vocabulary with parents so that progress can be monitored. This excellent approach contributes to children's swift progress as their learning continues at home.

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

Children display close relationships with the childminder, her children and each other. They play together harmoniously and seek the childminder out for cuddles and affection throughout the day. Children are helped to settle into the home as she speaks to parents prior to their children attending, making sure she is able to offer familiar activities that the children enjoy. This encourages them to relax as they quickly engage in play. The childminder also takes the time to find out about each child's individual personality and character. She discusses any special requirements with parents to ensure that these are fully met in order to promote the child's well-being. For example, she ensures that any allergies are fully understood so that children only take part in activities that are safe and suitable. The childminder is also very sensitive to children's individual characters and is focused on helping them build a positive self-image. She helps them to develop high levels of self-esteem, by reminding them that they are special and encouraging them to value their unique characteristics and backgrounds. As a result, children become emotionally secure as they learn to appreciate their individuality.

Behaviour is effectively managed. All children show a mature understanding of what is acceptable as the childminder provides consistent rules and boundaries. She works with parents to agree ways to deal with challenging behaviour, which ensures that a consistent approach is used. Children know to tidy up a game before they get out other resources and are willing to put away toys with little prompting. Children are also kept safe. All exterior doors are kept secure and effective risk assessments ensure that all areas and equipment are fit for use. A high level of supervision protects children from accidental harm. The childminder also teaches children to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged with regular access to the garden and regular outings to parks and other attractions. Children also enjoy a range of nutritional and balanced meals. They tuck in enthusiastically to spaghetti bolognese, chicken pie with fresh vegetables or homemade casserole. The childminder encourages them to be interested in healthy options as they grow their own vegetables, such as lettuce and carrots, and discuss the foods they eat and where they come from.

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

The childminder is committed to her role and has children's well-being at the heart of all she does. She is dedicated to keeping children safe and ensures that they are always well supervised. The childminder and her husband have completed suitability checks to indicate that they are safe and suitable to work with children, and any visitors to the home are not left alone with children. Safeguarding procedures are fully understood. The childminder has a written safeguarding policy in place and is aware of the signs and symptoms that may indicate abuse. There is reference to the restricted use of cameras and mobile telephones within the setting but there is a lack of detail and it is not clear how the

childminder protects children from the dangers posed by this type of technology. The childminder is aware that the use of such items is to be restricted and knows to prevent others from using them around minded children, but her written policy does not make this clear. As such, there is room to develop this policy further so that parents and visitors to the setting are fully aware of the restrictions.

The childminder is keen to develop her practice and has addressed all the actions and recommendations set at the last inspection. Registers are now accurately maintained and observations of children's achievements are clearly linked to future activities to promote continual progression. Communication between the childminder and other settings children attend is now well established. This helps children to receive appropriate targeted support. The childminder has also increased opportunities for parents to share their views on the care provided and parents are regularly asked to complete evaluation forms so that their views can be taken into consideration. The childminder also regularly reviews her own practice. She is aware of the strengths and weaknesses in her provision and identifies areas for future improvement. She is positive about training and keeps up-to-date with best practice through training courses and regular discussion with other childminders. Children benefit as new ideas and techniques are used to enhance their experiences.

The childminder does not currently work with any children with special educational needs and/or disabilities but is aware of the need to work in partnership with parents and other professionals to ensure that any specific needs are promptly identified and addressed. This helps all children to reach their full potential. Effective relationships have been built with parents and the childminder chats to them on a daily basis about their child's achievements and well-being. She ensures that parents are aware of how to make a complaint if they need to, and shares all policies with them so that they are informed about the standards to which she works. Parents indicate that they are more than satisfied with the service she offers and comment that their children 'have come on in leaps and bounds' since attending. They comment that their children are 'so excited' to attend and that they see the childminder as 'an extended member of the family' as a result of the important role she plays in their child's lives.

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	306845
Local authority	Derby, City of
Inspection number	932176
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	16/04/2013
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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