

<b>Inspection date</b>	20/12/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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**

- The childminder has a good understanding of the prime and specific areas of learning. She engages fully with the children through their play and monitors their development well, so they make good progress.
- The childminder encourages parents to share information about their child's learning and development to assist her in planning for children's individual progress.
- Children have formed secure attachments. They are very happy and confident with the childminder and welcome visitors.
- The childminder has sound knowledge and understanding of her role and responsibilities with regard to safeguarding children and keeping them safe. She has implemented detailed written policies, procedures and risk assessments, which clearly outline these and which she shares with parents.
- The childminder evaluates her provision and is committed to continuing to build and further improve her practice.

### **It is not yet outstanding because**

- Children's independence skills are not fully promoted. They are not always able to see and make independent choices about what they wish to play with.

## 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 and checked all areas used for childminding, including the garden.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records and a selection of documents, including the safeguarding policy and children's records.
- The inspector checked evidence of the childminder's qualifications and suitability of household members over the age of 16 years.

## Inspector

Karen Byfleet

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her family in the Langley Mill area of Nottinghamshire. The whole of the ground floor areas are used for childminding. There is an enclosed garden available for outside play.

The childminder operates each weekday from 8am to 6pm, all year round. There are currently two children on roll, of whom one is in the early years age range. The childminder is able to take and collect children from local schools and pre-schools. 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:

- extend ways in which children can make more independent choices about the activities and toys they wish to play with.

## Inspection judgements

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She makes regular observations of children's learning and this enables her to plan effective activities that help the children to make good progress from their starting points. Children's language development is successfully supported as the childminder engages in children's play and reads stories with them. Children confidently recognise and name sea creatures as they enjoy a fishing game with the childminder. She repeats the names back to children to help develop their pronunciation skills. A good range of age-appropriate books is readily available, providing suitable levels of challenge and interest. Consequently, children are making good progress in their communication and language skills. Early literacy skills are also being developed as children make marks with paints and other writing tools. As a result, children are gaining the skills and attitudes to prepare them for their next stage of learning, such as moving on to school.

The childminder uses good teaching strategies and takes time to help children develop self-control, concentration and thinking skills. Mathematical skills are promoted well. Children learn about numbers as they count the pieces of puzzles and as they 'catch' their creatures in the fishing game. Their physical skills are developing as they play throwing and catching games with balls, climb and balance on age-appropriate equipment in the garden and when on outings. The childminder provides children with access to a good range of toys and equipment that she knows they will enjoy. She rotates what is available

to maintain children's interest and provide appropriate levels of challenge. However, children are not always able to make independent choices about what they wish to play with or see what other toys are available. As a result, they are not always able to fully explore their own ideas and interests.

The childminder observes children as they play and records their achievements. Children's learning journeys show that they are making good progress across the areas of learning. Observations made by the childminder are detailed and link well to the areas of learning. This means that the childminder is able to clearly identify and plan for children's next steps. The childminder has developed positive relationships with parents and encourages them to view their child's learning journey records. She also encourages parents to share information about their child's learning and development at home by enabling them to add comments to them.

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

Children are cared for in a warm, welcoming environment that is well resourced with a good range of age-appropriate toys and games. The use of appropriate safety equipment, such as safety gates and risk assessments ensure children are able to explore and investigate their surroundings safely and supports their feelings of security and self-confidence. The childminder gathers relevant information from parents when children start attending, which provides her with a base for establishing what children can do and their individual routines. This information helps with settling children into the provision and helps to promote a sense of emotional belonging and ensures the transition between home and the childminder's provision is a positive experience. Good links with the local pre-school also help children to be ready for their transition to school. Taking and collecting older children to and from school helps younger children become familiar with the local school building.

The childminder's practice ensures children develop strong bonds and attachments with her. Children demonstrate their confidence as they comfortably approach the childminder and enjoy how she engages in their play. The childminder is a good role model and she approaches behaviour management in a calm and consistent way. Children are given positive praise and recognition for their efforts and achievements. Parents are consulted at the earliest opportunity if there are any behavioural issues, which means that any situations are dealt with in a timely manner and that parents are fully informed at all times.

Children play in a clean and well-maintained environment. Young children are starting to develop a suitable awareness of their personal care. For example, they cooperate fully when washing their hands after painting activities and they are able to access their own individual drinks that are regularly replenished by the childminder throughout the day. Good access to the outdoor play area, regular visits to local parks, support their physical development and further enhances their health and well-being. Children are encouraged to learn how to keep themselves safe. The fire drill is practised and older children are reminded about road safety as they go out and about and walk to and from school. This

helps them to develop a sense of responsibility for their own well-being as well as helping them to understand how to respond in an emergency.

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

The childminder has made a very positive start to her childminding and has attended the required training. She has a secure knowledge and understanding of the learning and development and the safeguarding and welfare requirements. Children are effectively safeguarded in the childminder's care. She has a secure knowledge of signs and symptoms of abuse and is clear about the procedures to follow in the event of any concerns. She has undertaken safeguarding training through the local authority to ensure she has the most up-to-date information. Effective procedures are in place and followed, to ensure children are able to play in a safe and secure environment. These procedures include detailed risk assessments of the premises, outings, school 'runs' and resources. All relevant documentation, which supports children's safety and welfare, such as records of attendance, accident and medication records are well maintained and kept confidential. A range of written policies and procedures have been implemented and are shared with parents.

The childminder has developed firm partnerships with parents. She monitors children's achievements and shares information with parents on a daily basis, so they are aware of how their child's day has gone. Parents have regular access to their children's learning and development records and make positive comments on how their children are progressing and how they have noticed improvements at home. The childminder evaluates her provision and has been effective in identifying areas for further improvement.

The childminder is confident to work in partnership with other providers and/or services that support children's welfare, learning and development. She understands the importance of making links with teachers or key persons when children start to attend pre-school or nursery. This will ensure that children receive continuity of care and aid transition from one setting to the next.

### **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

<b>Unique reference number</b>	EY460010
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	924540
<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>	2
<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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