

Inspection date

Previous inspection date

08/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children form secure attachments with the childminder, which means they are settled, confident and keen to learn.
- There is good partnership working between parents and the childminder, which means that children's learning and development is enhanced in the childminder's care.
- Children's confidence and independence is developed through their exploration of the safe, well organised and well-resourced environment.
- The childminder supports children's learning through a range of interesting and imaginative activities. She shares information about children's progress with other settings. As a result, children make good progress.

It is not yet outstanding because

- There is room to enhance opportunities for children to understand that print carries meaning.
- There is scope to increase the introduction of descriptive language during creative activities in order to widen the children's vocabulary.
- Children do not always have the opportunity to help to prepare their own snack to enhance their independence skills.

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 and kitchen.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's learning records, policies and procedures and children's information records.
- The inspector held discussions with the childminder at appropriate times during the inspection.

Inspector

Helen Allanson

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her partner and three children aged 13, 11 and 10 years old in Woodville, Derbyshire. The whole of the downstairs of the property is used for childminding. An enclosed garden is also used for outdoor play. Children are also taken to the local play area and country park for outdoor play. They also have trips to soft play centres and local playgroups. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog, one rabbit and a guinea pig.

The childminder provides care all year round from 6.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. There are currently three children in the early years age group on roll, all of whom attend on a part-time basis.

What the setting needs to do to improve further

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

- provide further opportunities for children to see and recognise familiar words through signs and pictures in the environment to help them understand that words carry meaning
- offer more opportunities for children to discuss textures to extend their understanding of descriptive language
- extend opportunities for children to develop independence skills during daily routines by, for example, preparing fruit for snack themselves.

Inspection judgements

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

The childminder has a good understanding of how children learn. She plans activities to develop their learning using information gathered from their starting points and her observations of their play. The childminder records their progress through observations and keeps a photographic record to show parents. Parents are encouraged to share information about what their child can do at home and this enables the childminder to track their progress and achievements. She is actively involved in children's learning, enabling her to support each child with good questioning and positive interactions.

Consequently, children are making good progress and are developing the skills necessary for their future learning.

The childminder offers a good range of resources, which are stored at children's level. This means children are able to make choices about their play. Children develop their knowledge of counting and shape through building brick towers and testing which shapes work best. The childminder develops their understanding of counting through questioning and develops their self-esteem and confidence with regular praise. Children take part in craft activities, which develops their understanding of colour and shape and gives them opportunities to feel a range of textures. However, there is scope to develop the use of descriptive language during craft activities to further increase children's vocabulary.

Children's literacy skills and love of books are well supported during story time as the childminder reads children's chosen books and encourages children to read the books themselves. She listens attentively, praises children's efforts and explains to children how to handle books appropriately. This fosters children's enjoyment of looking at books. Although print is displayed around the childminder's home, there is room to further support children's literacy skills, for example, by displaying posters and pictures at children's height.

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

The children develop close and positive relationships with the childminder. This is enhanced through good settling-in procedures, which ensure the childminder understands each child's personal needs. Children are confident and demonstrate positive behaviour towards each other. The childminder supports the children by acting as a positive role model and reminding children of what is acceptable behaviour in her home.

Children are offered daily opportunities for fresh air and physical play when they visit local parks and soft play centres. This effectively promotes their physical development. The childminder lives close to a nature reserve and visits regularly with the children. These visits to local amenities help to develop children's knowledge of the local area. Regular routines, such as, hand washing before meals provide children with opportunities to develop self care skills and learn about healthy practices. Children learn some independence skills, such as, tidying away their toys. However, there is scope to extend these opportunities by encouraging them to prepare their own fruit for snack time. Children enjoy a well-balanced menu, which includes freshly prepared meals and lots of fruit and vegetables. As a result, children's health is promoted well.

Children's safety is given high priority as the childminder ensures her premises are safe and secure. She encourages the children to move about her home and explore the resources while reminding them of safety at all times. This helps children develop an understanding of how to be safe. The childminder supports children appropriately in making transitions between home and the setting by communicating well with parents. She promotes children's confidence and social skills by taking them to meet other

childminders and children as they participate in activities at local play groups.

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

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding the children. The childminder has good policies in place and has attended child protection training to increase her knowledge. She confidently talks about the signs and symptoms of abuse and understands her responsibility in reporting concerns. The childminder completes written risk assessments of her home and planned trips out, which mean children are kept safe and secure. The childminder keeps a record of visitors to her home and she understands about informing Ofsted of significant events. As a result, children are effectively safeguarded.

The childminder carries out self-evaluation to identify her strengths and weaknesses and has identified the need to increase her supply of outdoor play equipment to further enhance her provision. She has also identified some further training she would like to attend, which demonstrates her drive for improvement.

The childminder understands the importance of building close links with parents. She regularly shares and gathers information from them to ensure children's individual needs are consistently met. She understands the importance of carrying out the progress check at age two to assure early intervention if necessary. The childminder monitors the education programme through observations of activities. She evaluates their effectiveness and this enables her to identify any gaps in her provision. This helps support children to achieve in all areas. The childminder shares information with other settings to further support children's learning.

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	EY449547
Local authority	Derbyshire
Inspection number	901807
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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