

Inspection date

Previous inspection date

14/01/2014

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

- The childminder has a good understanding of the Early Years Foundation Stage. She regularly observes children's play and provides stimulating activities relevant to children's interests and that promote their learning. As a result, children are making good progress.
- Teaching is good and children's communication and language skills are developing well. The childminder constantly talks to the children as she engages and joins in their play, using age-appropriate, open-ended questions to secure their learning.
- The childminder evaluates her provision and is committed to continuing to build and further improve her practice through ongoing training and professional development. The constant reflection on her practice ensures activities that she plans and provides continues to enhance and extend children's progress and development.
- Children form secure attachments. They are very happy and confident with the childminder and welcome visitors.

It is not yet outstanding because

- The childminder does not make full use of the outdoor environment on a regular basis to enable children to learn about their community.
- There is scope to extend mathematical activities to enhance children's recognition of written numerals.

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 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 journals and a selection of policies and children's records.

Inspector

Karen Byfleet

Full report

Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and their child aged 11 years in Cresswell, Worksop in Nottinghamshire. The whole of the ground floor areas and the smaller front bedroom are used for childminding. There is an enclosed garden available for outside play.

There are currently 12 children on roll; of these, one is in the early years age range. The childminder operates each weekday all year round. She is able to take and collect children from local schools and pre-schools. She holds a Qualified Teacher Status, and is a member of the Professional Association for Childcare and Early Years. The childminder 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 the use of the outdoor environment to further promote children's knowledge and understanding of their community
- extend the range of activities to enhance the development further of children's knowledge and understanding of numbers and number concepts.

Inspection judgements

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

The childminder has good knowledge and understanding of the Early Years Foundation Stage. She completes regular observations on children's learning, which enables her to plan effective activities that successfully help the children to make good progress from their starting points. The childminder has developed positive relationships with parents and encourages them to view their child's learning journal. Parents are encouraged to share information about their child's learning and development at home, helping the childminder to plan activities that take account of their children's interests.

Teaching is good and the childminder fully supports children as she engages in their play, reads stories with the children and enables them to make individual choices. The childminder encourages children to take part in games that promote learning. For example, children confidently recognise and name a number of daily objects as they enjoy a memory game with the childminder. Early literacy skills are developing well. Children make marks with pencils, crayons and other writing tools, such as paint brushes and

chalks and they are beginning to recognise letters of their own name. A good range of age-appropriate books and other reading materials is always available to children, such as instruction leaflets in construction toys, providing suitable levels of challenge and interest. The childminder has ongoing conversations with the children during which she asks open questions that encourage thought and various levels of response. Consequently, children are making good progress in their communication and language skills.

The childminder clearly understands the key principles of a good learner and takes time to help children develop their self-control, concentration and skills. For example, she joins in with children's game, encouraging them to concentrate and take turns. She encourages the children to look at and use instruction leaflets to see what components are needed to build their desired object. This also helps to promote their mathematical skills as they sort and match the different size and colours of the bricks. Children confidently count to 10. However, there is room to extend mathematical activities to help enhance children's recognition of written numerals and encourage them to count out objects. Children's physical skills are developing well. They enjoy riding bicycles and scooters outdoors and regular visits to the local park provides opportunities for children to access climbing and balancing equipment. Overall, children are gaining the necessary skills to support their future learning.

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 ensures children are able to explore and investigate their surroundings safely and supports their feelings of security and self-confidence. Through her positive interaction with the children in their play, such as joining in their games and sharing stories, children have formed strong bonds and attachments with the childminder. 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 with regard to any behavioural issues, which means any situations are dealt with in a timely manner and that parents are kept fully informed. This ensures a consistent approach for children who have an understanding about the expectations for behaviour.

Young children are developing an awareness of their own personal care. For example, they know to put on their coat and shoes for outside play and are developing independence in doing this. They are able to access their own individual drinks, which are regularly replenished by the childminder throughout the day. A clean, well-maintained environment and regular risk assessments of the premises, resources and outings ensure children are kept safe. Good access to the outdoor play area and regular visits to local park supports children's physical development and further enhances their health and well-being. However, there is scope to enhance the use of the outdoor environment in order to promote children's understanding of their community on a more regular basis. Children are encouraged to learn how to keep themselves safe. The fire drill is practised with the

children and 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 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 belonging, ensuring the transition between home and the childminder's provision is a positive experience. Taking and collecting older children to and from school makes the local school building familiar to the younger children and helps to prepare them for their eventual move to school.

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

The childminder has a secure knowledge and understanding of safeguarding and 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. The childminder 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 securely. A range of written policies and procedures, including a safeguarding policy have been implemented and are shared with parents.

The childminder evaluates her provision and has been effective in identifying areas for further improvement. She takes the views of parents and children on board and ensures her setting meets the needs and requirements of parents and children. The childminder holds a relevant teaching qualification and regularly updates her training and professional development. This ensures she has the most up-to-date information, which enables her to consistently reflect on her practice. The childminder has a good understanding of the learning and development requirements and ensures that the activities she plans and provides for the children, enhances their ongoing progress and development.

The childminder has developed firm partnerships with parents. She shares information with them on a daily basis so they are aware of how their child's day has gone. Parents have access to their children's learning and development records and are encouraged to make comments on how their children are progressing. The childminder demonstrates confidence in how she will ensure partnerships with other providers and/or services that support children's welfare, learning and development are implemented when required. She has a good understanding of the importance of making positive links with teachers and key persons when children start to attend pre-school or nursery. The childminder is able to clearly demonstrate how she will ensure she continues to fully support children in their learning and that transitions between her setting and others is a positive experience for children.

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 | EY461299 |
| Local authority | Derbyshire |
| Inspection number | 924919 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 12 |
| 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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