

Inspection date

Previous inspection date

22/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are settled and secure because they have strong bonds with the childminder. This means that children's needs are well met.
- Partnerships with parents and other settings are good. This means children are well-supported in their transitions, including school.
- The childminder has a suitable understanding of the safeguarding requirements, which means children are kept safe from abuse.

It is not yet good because

- Observations of children's learning and development are not fully in place and do not identify children's next steps. As a result, assessment is not fully in place to track children's progress over time.
- Risk assessments are not rigorous enough. Consequently, children are not always protected from risks in the home.
- Self-evaluation systems are not sufficiently developed to focus on the areas that need improvements.

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 children in the playroom, dining room and lounge.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector took into account the views of one parent on the day and viewed written feedback from other parents.
- The inspector viewed children's files and a range of policies and procedures.

Inspector

Helen Allanson

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged four and six years and a grown up child in a house in Glossop, Derbyshire. The ground floor of the premises and a first floor bathroom are used for childminding purposes. The property is accessed via two steps.

The childminder is currently caring for three children in the early years age range. She is able to take and collect children from local schools and pre-schools and she visits local parks and play groups. The family have a pet dog and cat.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- assess each child's starting points and progress across all areas of learning in relation to their age and stage of development. Use this information to identify next steps in their learning
- ensure risk assessments are rigorous to identify all areas in the house that may pose a risk to children's safety and minimise these hazards.

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

- develop self-evaluation and plans for improvement, taking into account views of parents and children in order to prioritise areas for development.

Inspection judgements

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

The childminder knows the children in her care well. She provides them with a good range of planned and freely chosen activities. Children can make choices about their play as a suitable range of quality resources are stored at children's height. The childminder plans activities that follow children's individual interests, for example, a keyboard is provided for a child who has an interest in making music. The child freely accesses the keyboard during the morning and happily dances to the music programmed into it. This enables the children to develop their creative and imaginative skills. Children enjoy completing jigsaws and making matching collages using stickers, developing their fine manipulative skills. During activities the childminder extends children's thinking through careful questioning,

such as, when counting animals she asks 'What comes next?' This develops children's understanding of counting and number position. She also develops children's communication skills well through repetition of words and supporting children in pronouncing words correctly. However, children's learning is not rigorously assessed because the childminder does not use the information from her observations to plan next steps in order to meet children's educational needs or highlight any gaps in their development. As a result, children make satisfactory rather than good progress.

The childminder builds positive links with parents. She speaks to them each day and gives them information about the activities that have been done that day and asks for information about children's activities at home. However, as she does not assess children's learning she is unable to share their next steps in learning for parents to follow through at home. The childminder has links with the local playgroup and discusses activities that children have taken part in.

The childminder takes the children to a range of activities in the local area, for example, gym classes, which helps to develop their physical skills. The childminder uses the local park as an outdoor classroom. She plans activities to carry out at the park, which include searching for imaginative creatures and finding different items in the natural environment. This gives children an appreciation for the natural world and helps them understand their local area. Children's concentration skills are well supported during activities as the childminder encourages and questions children. This helps children be engaged and ready to learn and suitably prepares them for the next stage in learning, such as, pre-schools and school.

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

The childminder has good settling-in procedures, which helps children develop close and positive relationships with her. She makes sure she finds out about children's preferences and regular discussions with parents help to support children's changing needs and their transitions from their parents home to the childminder's home. This means children's emotional development is well supported. Children demonstrate positive behaviour towards each other and are confident in the childminders home. The childminder supports the children by acting as a positive role model. She calmly reminds the children of what is acceptable behaviour. This helps the children feel secure in their understanding of expectations.

A range of trips out offer new experiences, such as, introducing children to larger group activities. This supports children's move to pre-school. Children are offered daily opportunities for physical exercise when they visit the local park. This effectively promotes their physical development. Children have opportunities to develop self care skills through regular routines, such as, hand washing before meal times. They enjoy a well-balanced diet, which includes lots of fruit and vegetables. Consequently, children's health is well promoted. Children are offered a range of healthy options at snack time, which teaches them to make healthy choices.

The childminder keeps the environment clean through regular wiping of surfaces before meals and those which have been accessed by her pets. She explains the importance of this to the children. This helps to keep children safe from infection. There are some safety measures in place in the home, such as, fire guards, which shows the childminder has an awareness of keeping children safe. However, an area of carpet gripper is exposed, which poses a hazard to children.

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

Children are adequately protected from abuse as the childminder demonstrates a suitable knowledge of her responsibilities with regard to safeguarding the children. The childminder has suitable policies in place and has attended training to increase her knowledge, which helps to keep children safe from abuse. She is able to recognise the indicators of abuse and understands her responsibility in reporting concerns. The childminder completes written risk assessments of her home but these are not rigorous enough, meaning some hazards are not identified. For example, an area of carpet is ripped leaving exposed carpet gripper, which could cause injury to children's feet. This is also a breach of the Childcare Register. She understands about informing Ofsted of any significant events or changes to household members.

The childminder has a suitable understanding of the Early Years Foundation Stage. However, she does not rigorously assess children's development, which means gaps in children's learning are not consistently identified through lack of monitoring. This means children do not make the best possible progress in their learning and development. Basic self-evaluation is in place. However, it is not sufficiently focussed to bring about improvements to benefit children's care and learning and ensure all requirements of the Early Years Foundation Stage are effectively met. The childminder receives information from other settings about children's progress, which helps support children's learning.

The childminder understands the importance of building close links with parents. She regularly shares information about the activities the children have done and gathers information from parents to ensure children's individual care 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 has an appropriate understanding of the importance of working with other professionals to share information, such as, local play groups to help her provide the best provision for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	EY434739
Local authority	Derbyshire
Inspection number	797058
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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