

Inspection date

Previous inspection date

21/01/2014

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 sensitively supports children with the transition from their home into her care. She has a warm and attentive approach and consequently, children settle well, form positive bonds with her and are happy and secure.
- The childminder effectively monitors children's progress and plans for their ongoing learning and development. Consequently, each child makes good progress.
- The childminder establishes positive and trusting partnerships with parents. Frequent communication promotes continuity of care for children and the sharing of information about their progress.
- Children's learning is purposefully promoted and they make good progress as the childminder tailors activities to the individual child.
- The childminder uses consistent and clear boundaries for young children who develop a good understanding of helpful behaviour.

It is not yet outstanding because

- Although the childminder encourages children to be active learners, there is opportunity to further adapt routines to ensure that children's learning is not interrupted by mealtimes.
- There is scope to develop children's critical thinking and language development further through the use of more open-ended questions.

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 the interaction and learning between the childminder and the children.
- The inspector talked with the childminder throughout the inspection and toured the premises.
- The inspector looked at children's records, planning documentation and policies and procedures.
- The inspector took account of parents' views.

Inspector

Lianne McElvaney

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged eight years and 13 months in a house in Trowell, Nottinghamshire. The family has one pet rabbit. The whole of the house and the rear garden is used for childminding. There are toilet facilities accessible on the ground floor.

The childminder visits the local farm and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 18 children on roll, three of whom are in the early years age range and they attend for a variety of sessions. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- review the organisation of routines such as mealtimes to ensure that children's play is not interrupted and they continue to be as highly engaged and motivated as at all other times

- extend opportunities for children to become critical thinkers through the use of more open-ended questions.

Inspection judgements

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

The childminder is well organised and provides a welcoming and educational environment, which supports children well. She has a good level of awareness of how to recognise children's individual needs and abilities. For example, she completes thorough learning records of children's progress. When a child starts with the childminder, she discusses their particular abilities, needs and interests with their parents. She uses this information, as well as her own observations, to establish each child's capabilities and starting points. The childminder has a secure knowledge of the seven areas of learning, child development and how children learn. Utilising this knowledge, guidance documents and her ongoing observations, she plans activities matched to each child's emerging skills and stage of development, offering additional support, as required. The childminder skilfully adapts activities to meet individual children's learning needs, which enables children to make good progress. For example, while making hand prints she facilitates children in following their own interests as a child chooses to mix paint to paint a dinosaur.

It is evident that children feel safe, secure and relaxed in the indoor environment. The playroom is attractively laid out and children can independently access a variety of resources, which are motivational and developmentally appropriate. This challenges them according to their stage of development. However, some opportunities are missed to enable children to persevere at tasks due to routines, such as mealtimes, which interrupt their learning. Toddlers and young children are supported in accessing toys and games, and interactions with the childminder encourage communication development. For example, the childminder provides a running commentary to encourage a toddler to copy modelled language. She skilfully encourages a toddler to understand instructions and what is happening when creating handprints. The childminder further develops children's language development by engaging a toddler at eye level, repeating and modelling language for the child to copy. Children's communication and language development is promoted well as the childminder talks to them about what they have been doing. For instance, a child shows his ability to recall what he did with the childminder when they went for a walk and splashed in the puddles. This shows the child's ability to recognise his own achievements and contributes to his positive self-image as well as developing their knowledge of the natural world. However, further opportunities to challenge children's thinking and language development through using open-ended questions are missed. The childminder provides many experiences to promote children's development in expressive arts and design. Children thoroughly enjoy using their imagination as they play with the cars and vehicles. In addition, through arts and crafts, children enjoy exploring different textures and media, such as paint and have good opportunities to be creative. The childminder develops children's creative skills through providing a range of media and following the children's interests and ideas when completing activities. This develops children's creative, personal, social and emotional skills as they play cooperatively with a familiar adult and each other. The childminder provides a good range of activities to support children's mathematical development. Through songs and rhymes, she introduces young children to number and models counting during mealtimes. The childminder fosters children's development in understanding the world. Children learn about early technology and how things work because they play with toys that they have to twist, turn, press and lift flaps to make work.

Young children achieve well in each area of learning, taking into account their abilities and patterns of attendance. The childminder has a good understanding of how children develop and learn. She effectively uses her particularly strong overview of the children's learning styles that she gains from their parents and observations of their play. Young children receive effective support to work towards appropriate developmental milestones. They make good progress in their learning as they explore the range of activities offered in and outdoors. She is well aware of how to complete the progress check at age two and the need to share these with their parents. She ably uses what children need to learn next and their interests to engage them in prolonged play so that they learn effectively. Children are taken to local toddler groups where they can access a range of physical play and socialise with other children. There are further opportunities to manoeuvre bikes and trikes in the childminder's garden as well as visits to local parks.

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

The childminder sensitively supports children with their transition from home into her care. Discussions with parents as well as her own observations help the childminder get to know each child's likes, dislikes and routine and supports them according to their individual needs and preferences. Consequently, children settle very well. They are happy in her warm care and develop positive and trusting bonds with her. Toddlers are comfortable with her and there are frequent exchanges of smiles and cuddles between them. They clearly feel secure with her and spontaneously show the childminder affection.

Close liaison with parents ensures they are kept well informed of their child's well-being. This is enhanced by the use of daily diaries to share information about the child's day. Daily diaries contain information helpful to parents, such as, food eaten, nappy changes and activities enjoyed. Parents say that their child has 'settled well' and they have confidence that the childminder takes good care of their child. The welcoming, friendly childminder helps young children form secure emotional attachments. As a result, children settle seamlessly into this welcoming home environment, look forward to coming and are confident to stay on their own. She supports the children and their parents with a caring, considerate approach that enables them to develop deep, trusting relationships. As a result, children progress quickly and feel safe with the childminder. They gain good self-esteem while benefiting from the fun they have with the childminder. For example, the children laugh and make independent choices while hand painting.

The childminder is a calm and positive role model and helps children to learn positive behaviour, according to their age and understanding. For example, she consistently reminds the children of safe play using clear explanations, as well as facial expressions and tone of voice for younger children, to help them understand what is acceptable. The childminder supervises the children and gives high priority to their safety. She helps children learn how to keep themselves safe as they begin to learn to use push along toys when close to other children. The childminder remains calm and consistent in her approach, offering lots of praise and encouragement, which builds on positive behaviour. As a result, children's behaviour is good. Children choose from a wide range of good quality resources and play materials that the childminder makes available. These cover each area of learning and reflect children's interests. Young children gain a good understanding about healthy lifestyles as they are sensitively encouraged to follow personal hygiene routines and learn to manage these independently. Children are beginning to develop good self-help skills as they are encouraged to wash their hands themselves after using the toilet and blow their own nose. The childminder reduces the risk of cross-infection because children have disposable towels for drying their hands.

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

The childminder has made a good start into childminding. She continually reflects on her practice to identify and rectify any areas for improvement. The childminder has a good understanding of her safeguarding responsibilities and relevant policies are robust. She has accessed relevant safeguarding training and this means she has a good understanding of child protection issues. She is aware of potential signs of abuse and neglect and her

detailed safeguarding policy clearly outlines the agencies she would contact if dealing with a concern. This means she understands her responsibilities in protecting children from harm. The childminder has a good understanding of the learning and development requirements. This is particularly apparent in planning what individual children need to learn next in each area of learning. The childminder sets consistently good standards for her quality of teaching. She uses her knowledge of child development and how children learn, reference to guidance documents, as well as discussions with parents, to successfully monitor the educational programmes. This ensures all children are offered a suitable and broad range of experiences to promote their progress towards the early learning goals.

The childminder provides a safe and clean learning environment for children to play. Highly detailed written risk assessments along with daily checks of the premises ensure that children play in a safe and clean environment. Children are able to be independent and active and explore securely. Visits away from the setting are robustly risk assessed against any dangers which may occur to children and the childminder actively teaches them by developing their understanding of how to be safe. She manages this effectively because she carries out daily safety checks, supervises children's play and completes regular risk assessments. She anticipates and minimises potential hazards, through vigilance and effective risk assessments, enabling children to play freely. An evacuation drill has been practised, to ensure that it works effectively and that children are familiar with the procedure, without being fearful. Comprehensive details are gathered about the children and parental consents are obtained to ensure children are cared for according to their parent's wishes. Clear, written policies are shared with parents to ensure they are fully informed about her practice.

The childminder establishes very open, positive and trusting partnerships with parents. She promotes regular discussions with them, to ensure children's individual needs are met and to promote continuity of care. Verbal feedback from parents is very positive and the childminder plans to use questionnaires to further explore the thoughts and views of parents. Parents value the childminder's flexibility and the care and activities she offers. The childminder fully understands the importance of working in partnership with external agencies, such as health professionals, so that appropriate measures are in place to meet any identified needs children may have. The childminder has a clear understanding of reasons to liaise with children's key persons at shared settings. The childminder uses a helpful variety of communication techniques to establish strong working relationships with other agencies including staff at schools.

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	EY463562
Local authority	Nottinghamshire
Inspection number	928649
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	18
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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