

Inspection date	29/01/2014
Previous inspection date	20/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 secure knowledge and understanding of how to support children's learning and development. Teaching is good and the childminder provides children with well-planned activities that are interesting and appropriately challenging.
- The childminder works closely with parents to help children settle happily into her care. She gathers a good range of information to help her support children's care and learning and she involves parents in all aspects of their child's progress.
- The childminder has a good understanding of how to promote the health and safety of children in her care. She has a clear understanding of safeguarding procedures, and good supervision ensures children are protected from harm.
- The childminder is committed to improving her service. She is very reflective and improves her own knowledge and skills through training and reading.

It is not yet outstanding because

- There is scope to further promote children's understanding of the world and healthy eating, through activities that involve planting and growing things that they can care for and eat.

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 kitchen, playroom and conservatory.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of adults working with children, and the provider's self-evaluation form.
- The inspector took account of the feedback gathered by the childminder on the views of parents and carers.

Inspector

Justine Ellaway

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child over the age of 16 years in a house in Allestree, Derby. The whole of the ground floor, and the rear garden is used for childminding. The childminder regularly works with an assistant. The childminder attends stay and play sessions in the community. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 11 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend children's understanding of the world and healthy eating, for example, by teaching them about the food chain while providing opportunities for planting, growing, gathering, preparing and using different foods.

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 the learning and development requirements of the Early Years Foundation Stage. As a result, children make good progress towards the early learning goals. Through regular observations of the children, the childminder notes their achievements. She can clearly describe where each child is within their learning and where they excel. The childminder is skilled at using this information to plan how she will support children's learning and development through free play and relevant learning objectives for adult-planned activities. Careful consideration is given to each child's stage of development, and their next stages of learning. The childminder encourages parents' and carers' contributions from the time they start. Through daily communication she shares information about children's achievements and where she is supporting them next. She encourages and takes into account any contributions the parents and carers make, to provide a consistent approach to supporting their learning and development. Parents and carers speak very positively about the childminder and her assistant. They value the wide range of activities and outings and the support for social skills at meal times. This helps children develop the skills they need for future learning. They give specific examples of where they can see their child is progressing in terms of their learning and development.

The quality of teaching is good. The childminder effectively teaches children as she joins in with them as they play with construction blocks. She encourages their problem-solving skills as she lets them work out how to fit things together, only offering a suggestion and

demonstrating how they might do it when they have tried themselves. She takes the opportunity to teach children to develop their speech and language, throughout their play. She gives simple and clear instructions according to children's stage of development. The children look at the birds in the garden and the childminder reintroduces the word 'Starling' to more able children and for younger children to attempt to say the word 'bird'. She poses questions in an open way that encourages children to think, such as 'what if...' and gives them plenty of time to respond. As a result, children chat as they play and younger children babble and attempt to say new words. Children have frequent opportunities to develop their imagination, for example, as they play with small world toys and engage in messy play. The childminder includes children's current interests, when she is planning activities. Very effective encouragement supports children to experience and be comfortable with different materials, such as corn flower gloop and artificial snow. The childminder effectively extends children's engagement in the activity by quickly bringing in other resources. Both her and her assistant consistently encourage and engage children in play. They deploy themselves well so that younger children's participation is well supported at an appropriate level for their age and stage of development. For example, younger children join a corn flour activity and participate in the interactive aspect, after an introduction and discussion has taken place with the older children. The childminder supports the younger child as they choose to divert the activity and enjoy splashing the water that the childminder is using to mix with the corn flour.

There are frequent opportunities to go on outings within the community, to promote children's understanding of the world, physical development and their social skills. They also regularly visit the library and children choose their own books, which effectively promotes their literacy skills. Children enjoy looking at books and spend time turning the pages and looking at the pictures. Children's physical development is effectively promoted both indoors and outdoors. Inside the house children play with a tunnel and initially crawl through this. To extend their play the childminder introduces a ball which they roll and throw, and this provides a good level of challenge for older children. The childminder has started to provide activities that look at how things grow. However, there is scope to extend these opportunities for children so that they can learn about planting and growing and further develop their knowledge of healthy foods.

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

Children's emotional well-being is well promoted. Children are very comfortable and secure, with both the childminder and her assistant, who show high levels of interest in what the children do. As a result, children seek out their engagement in play or their attention by saying their name. Children settle well because of the effective communication with parents and carers, both at the time they start and on an ongoing basis. There is consistently good support for children to develop their independence. The two adults follow what the children want to do so that they can move around and play with different activities. The effective organisation of the space and resources also supports this. The good organisation of the space offers different areas for uninterrupted play. For example, children can engage in floor play, messy play or access a cosy area for quiet play. Toys and resources are well displayed and easily accessible to children. Routines run very smoothly due to the effective organisation of the childminder and her

assistant, and this maximises children's enjoyment. For example, one of them sits with the children at snack time, while the other one sets up the adult-planned activity. The childminder gives consistent support for children, so that they are ready emotionally and with the skills they will need as they move to other settings. She takes children on visits to the school and plans activities, such as reading stories about going to school.

Children interact well with everyone in the setting. The childminder talks to them about any planned visitors so that they feel comfortable and secure when they visit. The childminder and her assistant are positive and friendly role models. Children of varying ages comfortably play alongside each other. They often watch with interest what others are doing and are always respectful when they join an activity. They show kindness to each other without being prompted to do so. For example, during construction play, one child finds some specific blocks for another child to use. The childminder shares the house rules with the children and the parents and carers so that they know what the expectations are. Children clearly understand these and follow them. If any unwanted behaviour does occur, the childminder has clear and appropriate methods to manage this.

The childminder effectively teaches children about safe behaviour. She gives sensitive explanations to children, such as if they unintentionally sit on a toy during play. She is consistent in teaching children about safety. For example, as a child turns around on their booster seat the childminder explains about the importance of keeping the harness in place. She talks to children about the safety rules when they are out and about and about how they can promote their own good health through everyday routines. She consistently reminds them to put their hand over their mouth when they cough, to minimise the spread of infection. She encourages them to blow their nose, only giving them support if needed. She talks to children about why they are washing their hands and the healthy foods that they enjoy at snack time.

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

The childminder is very well organised and effectively implements the safeguarding and welfare requirements of the Early Years Foundation Stage. She is clear on what she will do if she has any concerns about a child in her care. She is able to give appropriate examples of possible signs of abuse or neglect. She carefully plans routines and activities so that children are supervised at all times to promote their safety. The house and garden are well maintained and risk assessments are regularly reviewed to ensure that children can play safely. Outdoor shoes are removed so that children play comfortably on the floor. All household members are known to Ofsted to enable appropriate checks to be undertaken.

The childminder is effective in ensuring that her assistant is familiar with their role and responsibilities and the routines. This ensures that children's needs are consistently met. She makes good use of the extra adult, to give lots of one-to-one attention and to support activities. For example, she instructs the assistant to get extra resources during an activity, while she continues with her interaction. The childminder has undertaken a useful range of training since the last inspection. As a reflective person, she evaluates the knowledge gained and how she can use this to improve her own service. Following recent

training on the requirements for the progress check at age two, she is producing useful and relevant information for parents and carers. The childminder is effective in monitoring children's learning and development and their progress. She can explain in detail where children are at in their learning, and therefore identify any gaps. Her written long-term and medium-term plans ensure there is a broad and balanced curriculum. The childminder is constantly evaluating what she does and where she can make improvements. She also shares information with other childminders and reads information from newsletters and the internet. At the end of an adult-planned activity she reflects on what children have learnt and also encourages them to contribute to this. She reviews her toys and resources and purchases additional ones where she feels that more challenge is needed for older children. Her identified areas for improvement will further contribute to the good quality service.

The childminder has effective partnerships with parents and carers to meet children's needs. She shares a useful folder of information with parents and carers at the time their child starts. She has a daily discussion as well as sharing written records of what the youngest children have been doing during the day. The childminder has a suitable understanding of how to work in partnership with parents and other professionals, to support children who have special educational needs and/or disabilities or who speak English as an additional language. She is proactive in sharing and gathering information with other settings that children attend. This includes regular discussions about the child's learning and development and their next stages of learning and how these are being supported.

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	205881
Local authority	Derby, City of
Inspection number	818032
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	20/01/2010
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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