

### Inspection date

Previous inspection date

30/01/2014

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 very good understanding of how to support children's learning and uses detailed observations to plan the next steps for children's learning. As a result children are making good progress.
- Children have secure attachments to the childminder because she responds sensitively to all their emotional needs. As a result, their overall well-being is promoted and they thrive in her care.
- Children are kept safe because the childminder has a good understanding of, and prioritises, safeguarding children through appropriate procedures and risk assessments.
- The childminder uses effective strategies to build relationships with and work in partnership with parents to support the care and education of all the children. As a consequence, there is continuity with home in their learning and emotional development.

#### It is not yet outstanding because

- There is scope to extend the use of the garden all year round so opportunities for babies and children to explore and learn in the outdoors are maximised.
- Opportunities for older children to explore natural and open-ended resources are not maximised. As a result, the childminder misses occasions to further support children's problem solving 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 toured the areas of the premises used for childminding.
- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector looked at a range of documentation including parental questionnaires, policies and procedures.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector reviewed the children's files that contained observations, planning and assessments.

## Inspector

Alison Byers

## Full report

### Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four grown up children in a house in New Mills, Derbyshire. The childminder works with an assistant and uses the whole of the ground floor, one bedroom on the first floor and the rear garden for childminding. The family has a pet bird and guinea pigs. The childminder attends a playgroup and activities at the local children's centre.

She visits the shops, park and library on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, in the early years age group, who attend for a variety of sessions. She operates all year round from 7am to 7pm, Monday to Friday. She is a member of Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- develop the outdoor environment so that both babies and older children have opportunities to explore and access all the areas of learning outside
- extend the use of natural and open-ended resources, indoors and out, for older children to support their problem solving skills and imaginations.

### Inspection judgements

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

The childminder has a very good understanding of how to support the learning and development of the children she cares for. Children make good progress because the childminder uses every opportunity to support their development by promoting a 'learning through play' approach. Toys and resources are chosen carefully and the childminder identifies in her planning which areas of learning they will support. For example the childminder uses a pretend baking toy to develop children's mathematical understanding of number, colour recognition, physical development of motor skills and social skills of sharing. The childminder makes detailed and precise assessments of children's starting point and ongoing observations that support her plans for their learning. The observations demonstrate the childminder's understanding of how children develop and her role in supporting them. She uses the observations to plan specific next steps in learning for each child so that all children are making good progress and being well prepared for the next stage in their learning. There are plans in place to complete the progress check at age two. The children's development of the characteristics of effective learning is supported by

the childminder's use of a treasure basket with the babies. The thoughtfully chosen objects of different textures, colours and smells engage their interest and encourage them to explore. The childminder and her assistant interact sensitively with the babies during the activity to support their explorations, model actions to make noises and reward the babies' efforts as they try to copy. However, there is scope to extend the use of natural and open-ended resources for older children, as well as babies, to continue to allow children to explore and support their developing problem solving skills.

The childminder uses effective strategies to support children's early language acquisition. She listens carefully to all the children and rewards the babies attempts at communication, repeating back their sounds and early words. Songs and rhymes are used to develop familiarity with vocabulary, such as body parts and animal names, and babies join in with the actions to their favourite songs. The childminder and her assistant use books to further support children's understanding of language. Topics are chosen and carefully planned so that they reflect the changing seasons and children's interests. For example, a staying safe topic incorporates a child's interest in fire engines. The childminder also maximises opportunities in the local area to support topics, for example, looking for the fire engine as they pass the station and observing the differences in the trees as they walk to school. However, there is scope to make more use of the childminder's garden in order to enhance all areas of children's learning.

The skills children need to be ready for school are promoted by the childminder. She uses everyday opportunities to help children recognise the letters in their name, for example, looking on signposts while out walking. Posters are used to encourage the children to think about the weather and what day it is to familiarise them with routines associated with school. Writing skills are developed in partnership with parents as the childminder shares with them the strategies she uses to support children to write their name. As a result, some children are able to form the letters of their name well in advance of starting school. Parents are kept well informed of their child's learning through regular daily diary sheets and verbal feedback. The childminder asks parents what they would like her to be doing with their children so that she can provide continuity with their learning at home.

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

The children are very well settled in the childminder's care and they form secure attachments that support their emotional well-being as well as their learning. The childminder understands how important it is to families that children are happy and she has built close relationships with the parents that facilitates information sharing. Daily diary sheets are utilised alongside verbal communication to record details about children's well-being and care routines. They are used effectively to identify and resolve any problems and reassure parents about any concerns they may have. For example, patterns in behaviour and children's moods can be monitored and interventions put in place, as necessary. The childminder and assistant make suitable arrangements for them to be a key person to specific children so that attachments and relationships with parents are promoted. The consequence of the strong relationships and the childminder's nurturing approach means children settle quickly and their personal and emotional development is promoted. Children are happy and confident, qualities that will smooth their transition into

other settings in the future.

Children respond well to the childminder's guidance who, along with her assistant, provides a good role model for children. There are clear expectations for behaviour for all the children and explanations are given, even to the youngest of children, about how to keep them safe. For example, a baby explores a cold metal tin with his mouth but the childminder explains he must not walk around with it and sits him on her lap. Older children are encouraged to walk as much as possible on the school run and the childminder talks to them about looking where they are going so they can avoid potential hazards. As a result, children are learning about risks and how to manage them.

Parents provide lunches for their children and the childminder encourages them to be healthy by producing information leaflets about healthy eating. The childminder provides snacks and talks to the children about what they are eating and how it is good for them. Older children have completed activities about healthy eating and the regular exercise on the school run is promoting an understanding of healthy lifestyles. Posters by the hand basin reinforce messages from the childminder about the importance of hand washing and personal hygiene.

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

The childminder prioritises the safeguarding of children in her care. Her safeguarding policy is understood and procedures are implemented by herself and her assistant. All adults associated with the childminding business and premises have been subject to a suitable vetting process and any visitors are required to sign in as they arrive. Although the childminder's assistant is her daughter, she has completed appropriate training, including first aid, making her a suitable and valuable addition to the provision. There are comprehensive policies in place to cover all aspects of the childminding provision. These are shared with parents and regularly reviewed to ensure they are relevant and effective. Safety of the children is important and the childminder completes regular fire evacuation practises, risk assessments and daily checks to ensure the children are safe to play and explore freely.

The observations the childminder makes of the children are linked to the different areas of learning. This is combined with a planning process that sees all areas covered within topics and carefully chosen resources. As a result, the childminder is able to monitor whether all children are accessing the different areas of learning and development. The role of the assistant is developing because an evaluation has been completed of her practice and identifies her strengths and aspects she would like to improve. As a result, she is making an important contribution to the provision and effectively supports the children's progress. The childminder has begun to reflect on and evaluate her provision and started to identify areas she would like to improve. For example, she is planning an all-weather surface for the garden to make it safe to use throughout the year. This will allow her to provide outdoor experiences for babies and children that reflect all the areas of development and maximise learning opportunities.

The childminder has a 'working together' agreement with the local preschool that enables them to share information about children in their care. She plans activities that complement what children are learning in preschool and shares with them children's achievements. The childminder has experience of working with children with additional medical and/or educational needs, working closely with parents and other professionals. They regularly attend the local children's centre to access sessions that support different aspects of children's development.

### **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

<b>Unique reference number</b>	EY397229
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	905523
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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