

Inspection date	10/01/2014
Previous inspection date	25/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 shares warm and trusting relationships with the children, which means they settle quickly and feel secure.
- The childminder provides a safe, warm and welcoming family home where children learn through play and exploration.
- The childminder establishes effective partnerships with parents, and promotes children's individual care and learning needs well.
- The childminder successfully evaluates her provision and continues to develop her knowledge, in order to enhance children's learning and development.

It is not yet outstanding because

- Storage of some resources does not fully enable children to become independent and active learners in all possible ways.
- Play planning does not fully reflect on the needs of the younger children to ensure that they have enhanced opportunity for child-led activity.

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 interactions between the childminder and the children in the playroom.
- The inspector had discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including children's records.
- The inspector took account of the views of parents as discussed with the childminder.

Inspector

Tina Garner

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her family in Bulwell, Nottingham. A purpose built playroom is used for childminding with access to the first floor bathroom. There is an enclosed garden for outdoor play.

The childminder attends a toddler group and activities in the local community. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 12 children on roll, four of which are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 5.45am to 7pm, Monday to Friday, except bank holidays and family holidays. She is a member of the 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:

- reorganise toys and resources to further support children in becoming independent and active learners
- evaluate planning to ensure the balance of activities fully reflect the needs of the younger children and allows them extended opportunities to take part in child-led play.

Inspection judgements

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

The childminder supports young children well to help them explore and investigate their learning environment. She has a clear understanding of how children at this age develop and what each child's individual learning needs are. The childminder carefully observes and assesses children to understand where they are at and routinely uses these assessments to plan activities. This means, overall, children learn through purposeful planned activities. However, many of the planned activities are adult-led, which impacts on opportunities for younger children to engage in a higher ratio of child-led activities.

Overall, assessment systems work well. Records of children's learning clearly show how they make progress in key areas of learning. Parents contribute their comments and observations from home in order to help the childminder to accurately assess individual children. This ensures a broad picture of children's progress and enables the childminder

to identify clear areas to focus on next. The childminder has secure systems in place to carry out the progress check at age two.

Children learn through play and exploration. The childminder spends the majority of her time sat on the floor with children, which enables her to interact with young children at their level and support their personal and social skills. She provides them with a varied range of sensory play experiences and gives good quality support. For instance, they enjoy exploring dough, paint, water and sand. The childminder supports children's listening skills by providing musical instruments, singing along to rhymes and encouraging children to join in action songs. They have access to a wide range of books, which they access independently and also enjoy looking at with the childminder. This enhances children's early literacy skills and provides them with opportunities to see pictures and learn about the wider world. The childminder encourages children's communication skills through effective interaction. She talks to children, commenting on what they are doing and asks questions to encourage their thinking and exploration. The childminder speaks clearly which encourages younger children to copy words that are new. This demonstrates that children are well supported in their language development. Children's good progress across the seven areas of learning means they have the necessary skills needed for the next stage in their learning, including readiness for pre-school and school.

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

The childminder develops close relationships with the children and understands their individual needs well. Children are happy and secure in the childminder's care, which effectively supports their physical and emotional well-being. Very young children respond to the childminder's facial expressions, they enjoy cuddles and close contact during quiet times, such as when they are just waking. The childminder supervises children closely, instinctively recognising when they need a snack or a drink. Parents feel well informed and confident in the childminder's care of their children. The childminder communicates well with them to share children's care routines and daily activities. As a result, partnerships with parents are good and secure bonds are formed with the children. This ensures children are emotionally prepared for any changes, such as when they move on to a new setting or school.

Children have good opportunities to develop their physical skills. They benefit from fresh air and exercise while walking to and from activities and during trips to the park. They play in the garden, and visit local groups with the childminder where they play with other children and develop their social skills. Children behave well. The childminder acts as a good role model, in line with her behaviour management policy. She speaks quietly to the children and is calm and gentle in her approach. Children are given clear and consistent messages about learning to share, taking turns and being kind to one another. This helps the children to form positive relationships with those around them.

Children develop a good understanding of a healthy lifestyle. The childminder encourages them to make healthy choices, such as fruit rather than biscuits and ensures drinks are freely accessible. Children are learning to think about their own safety because the

childminder talks to them about keeping themselves safe when they go out. The childminder teaches children how to cross the road safely and how to evacuate the premises quickly. This helps them learn what to do in the event of a fire. All areas used by the children are well presented, clean and inviting. The childminder makes generally good use of the learning environment. Children have access to a good range of resources, however, many of these are currently stored out of children's reach. This does not encourage younger children to be independent in making choices about their own play and learning.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of child protection issues, has completed training and understands her role and responsibility to keep children safe, which is outlined in her safeguarding policy. She is able to identify the signs and symptoms that would cause concern and is aware of the correct reporting procedure to follow. The childminder has completed risk assessments on her home and garden. She also risk assesses any places that she takes the children to on outings. This all helps to ensure that children are kept safe and feel secure.

The childminder has established positive partnerships. She involves parents in their child's learning through the sharing of information and valuing their contribution. She provides them with a summary of their child's progress regularly and seeks their views of her provision. Parents comment on how their children's confidence has grown since being in the care of the childminder. Feedback indicates that the parents are happy with all aspects of the childminder's provision. The childminder has developed effective systems to share information with other providers when children's care and learning is shared.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She regularly observes the children in activities and during play. She makes accurate assessments of what these observations mean and uses them to plan for children's next steps in learning. The childminder successfully monitors the educational programme, to ensure that children have a broad balance of activities to cover every area of learning. The childminder reflects on her practice through the use of self-evaluation systems. She accurately identifies areas to develop further and has fully addressed the recommendations raised at her last inspection. Additional training courses are regularly attended. This has helped the childminder to acquire new skills which she has used to develop her practice and improve outcomes for children. This demonstrates that the childminder has a good capacity to maintain continuous improvement.

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	254725
Local authority	Nottingham City
Inspection number	942143
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	25/02/2009
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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