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| Inspection date | 04/02/2014 |
| Previous inspection date | 05/12/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | Met |
| 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

- Children are very happy and settled because the childminder has a very caring and positive approach to meeting their individual needs and provides them with a wide range of activities and experiences.
- The safeguarding requirements are met well and children's welfare is promoted effectively.
- Children are included in all activities because the childminder makes learning fun and adapts her approach according to the children's age and stage of development.
- The childminder establishes strong partnerships with parents, which contributes positively to children's care and development.

It is not yet outstanding because

- The childminder has not yet obtained information from the schools the children attend, so that she can complement their learning.

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 spoke to children and parents.
- The inspector sampled relevant documentation, including policies, procedures and the childminder's self-evaluation.
- The inspector observed activities indoors.
- The inspector held a joint observation with the childminder.
- The inspector engaged in conversation with the childminder and the children at appropriate times.

Inspector

Janice Hughes

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children, in Mickleover, Derby. The whole of the childminder's house is used for childminding purposes and there is an enclosed garden for outside play.

The childminder provides care from, Monday to Friday 8am to 6pm, all year round. She is currently caring for 10 children, of whom one child is in the early years age range. All children she minds attend school. There are local shops and schools within easy walking distance and the childminder collects children from local schools daily. The childminder has a level 3 qualification in childcare. The family has a pet cat.

What the setting needs to do to improve further

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

- obtain information from the schools the children attend so that the activities and opportunities complement their learning. For example, find out about the topics the children are learning and plan activities that link to those topics.

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 how children learn. She works effectively with parents to gather information about children's interests, likes and dislikes before they first start and during daily discussions. As a result, the childminder provides a broad range of experiences, based on children's interests and ideas. For example, children expressed an interest in art and design, so the childminder suggested they design a chocolate box and a new chocolate. To extend this activity further they sent their designs to a well know chocolate factory. This involves the children finding out the address of where to send them, writing the envelopes and posting their creations. Children thoroughly enjoy these activities, which supports them to make good progress in their learning overall. The childminder constantly speaks to the children about what they are doing and how they are doing it. She uses open questions to help them think and problem solve. She interacts well with the children, talking to them during activities and asking questions to challenge their thinking. She listens carefully to them when they talk, and uses correct terminology to help increase their vocabulary. This effectively supports children to develop their communication and language skills. Consequently, children show good levels of self-confidence as they express their opinions and hold lengthy conversations with the

childminder and each other. The childminder successfully promotes children's literacy skills during activities, and has created a cosy book area where children snuggle and listen to stories. Children make good developmental progress and show a great sense of achievement as they practise new skills. This is because the childminder knows them well and uses her positive and encouraging approach to stretch their abilities in a fun way. Consequently, children develop an enthusiasm for learning, which helps them with their future learning.

The childminder only minds children who are of school age. She is aware that she is required to complement the learning children do at school. However, she has not yet obtained information from the schools the children attend, so that she can complement their learning fully. The childminder keeps parents very well informed of their children's activities through verbal discussion. She makes time to talk to parents each day about individual achievements. Consequently, this supports a consistent approach to children's learning. Children's learning journals contain photographs, examples of their work and observations linked to areas of learning. This helps the childminder to assess what children can do successfully. These assessments and her discussions with parents about children's achievements enable the childminder to plan effectively for their next steps and interests.

Children are provided with a good range of experiences that help them begin to understand the world. For example, they go on walks to pick blackberries and strawberries. They also visit the family allotment. They are enthused by these activities and talk about how they enjoy growing their own vegetables and flowers in the garden. The childminder takes them on lots of outings in the holidays, such as to the library, and places of interest. Children show a strong exploratory approach as they handle a good range of media and materials during adult-led activities, which they use independently. For example, children help themselves to materials to decorate their Valentines card, showing their creativity and imagination. Children develop their physical skills well as they have daily opportunities to play at the park on their way home from school. For example, they are challenged as they climb, and balance on large climbing frames. They have opportunities to use small equipment as they play ball games and uses hoops in the garden. Mathematical skills are enhanced through activities, such as games and baking. Here, children weigh the ingredients, recognise numbers, estimate the amounts they need, make patterns and count how many cakes they have made.

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

The childminder provides a welcoming homely environment. Children demonstrate that they feel safe and secure with the childminder, as they happily involve her in their play and sit next to her during activities. The childminder gives the children lots of praise and tells them how clever they are. This effectively promotes children's confidence and boosts their self-esteem. The childminder has a warm, caring approach towards the children in her care. She is sensitive to their needs and meets them well. Children have formed attachments with the childminder and their peers, and as a result, their emotional well being is supported effectively. Children are well behaved and cooperative because the

childminder encourages them to consider their own and others' feelings. Older school children love being with the four-year-old children and have a very gentle approach towards them. Consequently, all children get on well and are keen to take part in group activities. The childminder has a very caring and positive approach to meeting children's individual needs and provides them with exciting activities and experiences.

Children are developing an awareness of other cultural celebrations. The childminder plans activities, such as painting for the celebration of Chinese New Year and provides children with opportunities to taste different food from around the world to help develop an awareness of the wider world. Children are provided with a stimulating, well-resourced and welcoming environment, both inside and outdoors, which promotes their independence and enthusiasm for learning. The childminder successfully promotes children's independence as she encourages them to choose play equipment, which is easily accessible in low-level units in the sitting room. Consequently, children show determination, for example, as they help themselves to the art and craft materials and draw and make collages. The childminder makes good use of these opportunities to extend children's involvement and enhance their relationship by using the resources imaginatively. Consequently, children are happy to be in the childminder's care and are motivated in their play. Children move smoothly between school and the childminder's home because she establishes generally good links with the school; to enable her to find out if they have had an enjoyable time at school.

The childminder teaches the children how to keep themselves safe. Children learn how to evacuate the home safely in the event of an emergency as they regularly practise fire drills with the childminder. She talks to the children about road safety using the stop, look and listen approach as they cross the road. Children are taught about healthy lifestyles through careful explanations from the childminder. Children benefit from regular fresh air and exercise which promotes their physical development and develops their awareness of the wider community. They walk to and from school each day. They play in the garden, and go on regular outings to the local parks, adventure playgrounds and arboretum. Children know to wash their hands at appropriate times and help themselves to a drink of water throughout the session. Children have healthy snacks provided by the childminder, such as sandwiches and fruit. The children sow seeds and tend to fruit and vegetables growing in the garden, harvesting them to eat at meal times, or using the produce during cooking activities. This effectively helps children learn about the importance of living a healthy lifestyle.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She carries out daily visual checks on her home and garden to ensure that it is safe for when the children arrive. The childminder has updated her safeguarding training to secure her knowledge of the procedures to follow should she have any child protection concerns. She is aware of possible symptoms that may indicate a child is at risk and has written procedures to follow. All adults on the premises have

been checked to make sure that they are suitable. The childminder holds a current first-aid qualification to help her to provide appropriate care if a child has an accident. She implements a range of written policies and procedures to protect and promote the children's well-being, and all documentation including insurances and permissions for outings are in place. This helps to ensure that children remain safe while in her care. The childminder has a good understanding of her responsibilities in meeting the learning and development requirements and monitors their achievements effectively. This results in the childminder's secure understanding of the areas of learning and how children learn.

The childminder reflects on her practice on a regular basis and uses a written self-evaluation. It clearly identifies what she has done well and what she would like to improve to help her ensure she is covering all the areas of learning. This demonstrates her drive to improve and develop her service and benefit all children over time. She incorporates the views of the children well to bring about change. As a result, she has identified areas for improvement for the future, such as developing her garden further to enable children to grow a wider variety of fruit and vegetables, which will be used for snacks and meals. She has addressed the recommendations from her last inspection to improve outcomes for the children she cares for. She is committed to improving her service by meeting with other childminders regularly to exchange ideas and to discuss child care issues.

Children benefit from the childminder's strong partnership with parents as she has a thorough understanding of their individual needs and interests. Regular sharing of information means that parents are kept well informed about their child's achievements. Two-way conversations ensure regular communication between the parent and childminder is maintained. The childminder ensures she shares the child's learning journal with their parents regularly. Parents spoken to speak highly of the childminder and the care she provides for their children. The parents are very happy with the information the childminder provides for them. The childminder understands the need to work with other professionals if the need should occur.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| 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

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| Unique reference number | EY359607 |
| Local authority | Derby, City of |
| Inspection number | 817681 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Name of provider | |
| Date of previous inspection | 05/12/2011 |
| 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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