

Inspection date

Previous inspection date

04/02/2014

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 good understanding of her responsibilities in meeting the welfare and safeguarding requirements. As a result, the safety and well-being of children is actively promoted.
- Detailed observation and assessment of children's learning and development covers all seven areas of learning. As a result, children are making good progress and developing skills for future learning.
- Children are encouraged to be independent and as a result of this, their self-help skills are well developed.
- Partnership and communication with parents is strong. Consequently, children demonstrate that they feel secure as they receive consistency in their care and learning.

It is not yet outstanding because

- The outdoor learning environment is not fully utilised during the winter months. As a result, children are less able to explore and investigate independently outdoors.

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 checked the childminder's suitability, qualifications and her policies and procedures.
- The inspector observed activities, spoke with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers as discussed with the childminder.
- The inspector observed parts of the home used by children.

Inspector

Tina Garner

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and four children aged 15, nine, seven and three years in Nottingham. The whole of the downstairs of the property is used for childminding. An enclosed garden is also used for outdoor play.

Children are taken to the local play area for outdoor play. They also have trips to soft play centres and local playgroups. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog, one rabbit, two hamsters, a pet rat and a bearded dragon.

The childminder provides care all year round from 8am to 5pm, Monday to Friday, except for family holidays and bank holidays. There are currently two children in the early years age group on roll, both of whom attend on a part-time basis.

What the setting needs to do to improve further

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

- extend the use of the outdoor provision to give children a greater variety of outdoor experiences.

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 importance of play and how young children learn. Therefore, she effectively organises a good selection of resources around the home, so that children can make safe and independent choices in their play. Children enjoy a broad range of planned play opportunities to support them in all the areas of learning. For instance, they enjoy messy play activities that include collage, painting, water play, play dough and drawing. These activities help the children to develop their mark-making skills and their skills in art and design. They learn to solve problems as they complete floor puzzles together, build with bricks and create train tracks. The childminder promotes children's knowledge of words, letters and numbers and uses a good range of teaching strategies to support their learning. Children enjoy regular visits to the library, where they choose books and enjoy listening to music and sing along to recognised songs and number rhymes. Counting is further encouraged during daily routines and planned activities. For instance, children enjoy group games, where they correctly identify colours and catch paper butterflies in nets, counting these out to identify who has the most. Children learn about the world and use equipment to develop their physical skills as they visit local parks and enjoy nature walks, where they search for tadpoles and frogs. The

childminder provides a wide range of resources in the rear garden. However, opportunities to enhance children's development across all areas of learning in the outdoor area are reduced, as use of this area is limited during the winter months.

The childminder plans activities to develop children's learning using information gathered from their starting points and her observations of their play. She clearly records their progress through observations and keeps a photographic record to show parents. Parents are encouraged to share information about what their child can do at home and this enables the childminder to track their progress and achievements. The childminder is actively involved in children's learning, enabling her to support each child with good questioning and positive interactions. Consequently, children are making good progress and are developing the skills necessary for their future learning.

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

The childminder obtains useful background information from parents when children start with her, so that she understands their welfare needs clearly and can maintain routines. Positive and caring relationships established with the children means that they are emotionally secure, behave well and are confident to play happily. Children are friendly and show an interest in what is happening around them. The childminder help children become confident with different situations when they try new activities and join various playgroups within the local community. These help children to build their social confidence in preparation for when they attend other care settings, such as pre-schools or school.

The childminder manages her time well to ensure that all children get plenty of individual attention and learn about others' needs. Clear and consistent boundaries and high expectations for children's behaviour have been established. As a result, children are learning to be sensitive and considerate of others. The childminder recognises children's achievements and provides plenty of praise for their good behaviour. This positively reinforces children's understanding of the expectations and boosts their self-esteem. The home is well organised to stimulate children's learning. The living room is a bright and welcoming space. Toys are accessible to children around the room and they develop independence, choosing what they want to play with.

The childminder teaches children about good health and safety. For example, children learn to keep safe, by joining in the fire drill practises and discussing road safety. Their health is enhanced, as they enjoy eating a selection of healthy meals and freely access drinks throughout the day. Regular outings to the local park and local children's activity centres enable children to be active and develop their physical skills. Children's independence is encouraged through providing opportunities for them to do things for themselves. For example, children are encouraged to put their own toys away, visit the toilet independently and put their own coats and shoes on before going outside.

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

The childminder has a sound knowledge and understanding of the safeguarding and welfare requirements and maintains all required documentation that helps support children's safety and welfare. She is clear about her responsibility to safeguard children and knows what she must do if she has any concerns about a child's welfare. All adults living within the home have been vetted by Ofsted. Comprehensive policies and procedures help ensure that parents also understand the duty of the childminder to protect children.

The childminder efficiently implements and monitors the educational programmes to ensure children make good progress. She ensures that her practice is fully inclusive to support the needs of children who attend the setting. The childminder has attended all relevant training and is establishing systems of self-reflection, which clearly include the views of parents and children. Future training is planned, in order to improve learning outcomes for children and ensure their overall welfare, care and learning needs are given high priority.

Comprehensive details are gathered about the children and parental consents are obtained to ensure children are cared for according to their parents' wishes. 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. Comments from parents are very positive about the care children receive. The childminder understands the importance of working in partnerships with external agencies and other settings to support children's learning and development. This demonstrates the childminder's firm commitment towards continuous improvement and working in partnership. Overall, a good overview of the curriculum is maintained to ensure children progress to the early learning goals in readiness for school.

The Childcare Register

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
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	EY463327
Local authority	Nottingham City
Inspection number	932316
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
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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