

Inspection date

07/02/2014

Previous inspection date

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 effective partnerships with parents, which makes a significant contribution to children's individual care, learning and development.
- The childminder supports children's learning through a range of interesting and imaginative activities and effective teaching. She shares information about children's progress with other settings. As a result, children make good progress.
- The childminder has good knowledge of safeguarding procedures. She is clear about the procedures should she have a concern about a child in her care. Consequently, children are kept safe.
- The childminder demonstrates a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage, which is backed with a selection of written, adopted policies and procedures, all of which are well organised and made available to parents. Therefore, this promotes good outcomes for children.

It is not yet outstanding because

- Storage of some resources does not fully enable younger children to become independent and active learners in all possible ways.
- There is scope to further challenge and extend children's learning through open-ended questions.

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, spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and the qualifications of the childminder.
- The inspector took account of the views of parents and carers as discussed with the childminder.

Inspector

Tina Garner

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged three and five years in Clifton on the outskirts of Nottingham. The whole ground floor of the house is used for childminding. There is an enclosed garden for outdoor play.

The childminder attends a toddler group and activities at the local library. She visits the local shops, cafes and parks on a regular basis. She collects children from the local schools. There are currently five children on roll, one of whom is in the early years age range. The childminder operates all year round from 7.30am to 6pm, 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:

- enhance the organisation of the range of resources accessible for younger children to further support them in becoming independent and active learners

- increase the use of open-ended questions to promote children's critical thinking skills.

Inspection judgements

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

The childminder is knowledgeable about the Early Years Foundation Stage and understands how to promote children's learning and development through play. She gains valuable information as she offers settling-in visits, where she watches children and gains information from parents. Parents are fully included in their children's learning. For example, the childminder regularly shares with them children's daily care experiences, achievements, next steps and activities planned to support their progress. Therefore, they work together to promote continuity in children's learning and care. In addition, through her detailed policy file and monthly newsletters, she keeps parents well informed about the service and education programme in place for their children. The childminder completes regular summaries of each child's individual progress, records observations of their play and evaluates the activities they have participated in. This helps to monitor their development as it is linked to areas of learning, along with their age and stage of development. The childminder has a good understanding of the importance of completing the progress check at age two, and is aware of the need to share relevant information

with parents.

The childminder provides activities to cover different areas of learning, which supports children's development. For example, children access a wide range of materials and mediums. They feel the textures of the paint and play dough, and enjoy creating ice rinks and ski slopes out of collage materials in line with their topic work around the Winter Olympics. This provides children with good opportunities to use their senses to explore and experiment. The childminder uses good teaching methods to support children's knowledge of numbers. They are encouraged to count throughout play activities, experiences and daily routines, such as how many steps they take when climbing the stairs. This means that the children hear numbers from a young age. The childminder is actively involved in children's play. She interacts well with them and this supports children's progress in their communication and language development. For instance, she repeats words and provides a running commentary in play so that young children extend their vocabulary. Therefore, she encourages children to have the confidence to engage in conversations with other children and adults. The childminder introduces new vocabulary and models language for children but there is scope to extend the use of open-ended questioning to enhance children's critical thinking skills.

Children experience a wide range of activities outside the home, such as playgroups and visits to the library. These activities broaden their experiences in the social world and provide opportunities for them to begin to build social interaction with other children and join in a wider range of activities. Children obviously enjoy their time at the childminder's home and take part in a balanced range of activities that are contributing to them acquiring the skills, attitudes and dispositions they need to help them prepare for their next stages of learning, such as pre-school or school.

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

The childminder has a thorough knowledge of each child's background and individual needs to ensure consistency of care. This ensures good relationships are formed when children come into her care, and enables them to play with confidence and explore their surroundings with growing interest to become inquisitive and active learners. The childminder supports children as they play, recognises their 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 childminder makes good use of the learning environment. The whole of the ground floor has been designated to children's learning and displays of their artwork. However, there is scope to maximise the range and presentation of resources to enable children to consistently make choices in order to extend their own play.

The childminder places a high priority on safety and supporting children's well-being. All areas are secure, enabling children to move about freely in safety with appropriate levels of supervision. Positive practices followed by the childminder and children help to promote children's health. Before having lunch, the childminder supports children in washing their hands, helping them to learn about routines which keep them healthy. Children enjoy healthy meals and snacks, and have access to drinking water at all times to ensure they

do not become thirsty. The childminder establishes detailed information about children's individual dietary needs, and takes steps to ensure that any specific requirements are respected at all times.

The childminder makes good use of the outdoor environment as she walks with children each day. She takes and collects children from school so the younger children become familiar with the next step in their learning. Children learn about their own local environment and the wider world as they visit the library and local groups. They have good opportunities to develop their physical skills and strength. For example, they stop at the local parks to use the large climbing equipment and play games. This helps children develop their coordination and body control. The childminder communicates well with parents. In addition to daily conversations, she uses daily diaries to share younger children's care routines and activities. Parents feel well informed and confident in the childminder's care of their children. As a result, children are happy and settled when they are with her. This secure bond helps prepare children for any changes, such as when they move on to a new setting or school.

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

The childminder is fully aware of and understands her responsibilities to meet the safeguarding and welfare requirements. She completes written risk assessments and reviews these regularly, ensuring these cover all aspects of the home and any outings she takes with the children. The childminder has a good understanding of the procedures to follow in the event of having any concerns about children's welfare in her care. She has a good understanding about her responsibilities to meet the learning and development requirements and how to monitor children's progress. The childminder has a sound understanding of children's individual needs and interests, and plans a varied and exciting range of activities to help them progress.

The childminder has completed the mandatory training and, through discussion, demonstrates a strong drive to improve. She is able to outline areas for future development that are well targeted to benefit the children in her care and support her to monitor and improve the quality of children's learning experience. Additional training has been identified to help her further develop her knowledge and practice.

There are good partnerships with parents. They receive detailed information about the Early Years Foundation Stage and how the observations and assessments the childminder carries out will assist her to provide activities for the children. She shares information when parents collect their children about what they have been doing during the day. Learning journals are also regularly shared with the parents. This helps them to feel involved and enables them to contribute to their child's learning. Parents' comments are very positive about the way their children have settled and the activities provided. The childminder is clear with regard her responsibility to share information with all other childcare settings to promote a consistent approach to meeting children's care and learning needs.

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	EY466477
Local authority	Nottingham City
Inspection number	933169
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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