

Inspection date

Previous inspection date

06/02/2014

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 safeguards and promotes children's welfare and learning well. She ensures all reasonable steps are in place to maintain a safe, clean and stimulating learning environment. She does this effectively by implementing clear policies and procedures and by being actively involved in children's play.
- Children are stimulated and keen to learn in this inclusive and welcoming environment. Consequently, they have lots of fun and show high levels of curiosity and imagination.
- Relationships and attachments between the childminder and children are good. This means children are happy, feel safe and are secure in the childminder's care.
- Partnerships with parents are strong. As a result, all children and their families are included in the setting and their skills and achievements are recognised and valued.

It is not yet outstanding because

- Younger children's sensory skills are not fully maximised because some resources, such as treasure baskets and natural resources, are not consistently available for them to explore.
- The childminder does not always provide parents with ideas of how to help their children at home or provide opportunities for them to share information with her about what children have learnt at home.

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 in the lounge area.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
The inspector looked at children's learning journey records, planning documentation,
- the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the childminder and all household members over 16 years.
- The inspector took account of the views of parents via the childminder's recent parent questionnaires.

Inspector

Sue Riley

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a small village on the outskirts of Nottingham and uses the whole house and enclosed rear garden for childminding. The childminder lives with her husband and has one child aged four years. She attends the local parent and toddler group. The childminder takes and collects children from local school. She currently has seven children on roll. Of whom, five are in the early years age group who attend for a variety of sessions. The childminder is open Monday to Friday, all year round from 7am to 6pm except for family holidays and all main bank 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:

- increase and make more readily available the already suitable range of toys for the younger children to explore using their sensory skills by introducing, for example, natural materials and treasure baskets

- extend the way that parents support their children's learning by suggesting activities that they might like to do at home with their children.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and therefore promotes children's learning and development well. Effective planning and good organisation ensures that every child is challenged by the learning experiences provided. The childminder observes children during activities and makes sound assessments of their abilities. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. They make good progress in their learning and development and are well-prepared for their next stage in learning. The childminder demonstrates a good understanding of how to engage children and capture their interests. She offers a positive environment in which children can learn and play. This helps them to feel valued, safe and happy and empowers children to make decisions and discuss ideas. As a result, children are enthusiastic learners and concentrate for long periods of time at their chosen activities.

Children are very curious and engage in open-ended activities. They help themselves to the activities of their choice from the well-organised environment. For example, when children come in from school they look through the 'choosing book' to decide what they want to play with. They choose to draw and colour and the childminder follows this interest, engages with the children, and extends their learning. Children demonstrate friendly behaviour, as they initiate conversations and form good relationships with familiar and unfamiliar adults. For example, they confidently talk to and interact with the inspector as they ask her lots of questions and tell her about their day at school. Children begin to explore vocabulary because the childminder talks with them constantly about what they are doing and encourages them to respond to her. Younger children's communication skills are actively encouraged and supported. The childminder offers praise and encouragement as they make sounds and begin to speak their first words. Children are very aware of the routines that the childminder has in place and their independence is promoted very well. For example, the older children attend to their own hygiene routines and needs as they help to clear the table when they have finished their meal. This prepares them well for the next stage in their learning and their eventual move into school. Children have good opportunities to explore the world in which they live and to develop their physical skills. The older children are fascinated as they place pine cones in water to watch them close up and then notice that they open up again when they dry out. The younger children enjoy themselves with the musical interactive toys as they press the funnel on the train and move their bodies to the music. They smile as they do this, as they recognise that they have made this music happen. Children freely access books and enjoy looking at them as they relax after their day at school.

The childminder is actively involved in children's play and she interacts with them very well. She demonstrates high expectations of all children and plans an educational programme that has depth and breadth across the seven areas of learning. She observes children's learning and records her findings in their 'learning journeys'. She successfully uses the information to identify children's learning priorities and makes plans to ensure children make as much progress as they can given their starting points and capabilities. For example, she uses a tracking system to measure the progress children are making. This ensures that all children are developing as they should. The childminder works well with parents to help children to settle. She encourages them to share what they know about their child and keeps them very well informed of their child's progress, through the children's learning journeys and daily discussions. The childminder demonstrates a good awareness of the progress check at age two and understands how to involve parents in the process. The indoor and outdoor play environments are stimulating and enable children to follow their own interests.

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

The childminder has strong and positive attachments with children. She fosters this well because she has good arrangements in place for settling children. For example, she gathers and shares good quality information with parents about children's needs. When children first start, she gradually builds up the length of time they are in her care. This

results in happy and content children who feel safe and secure in the setting. For example, a young child who has only been attending a few weeks, happily waves bye-bye to his mummy when she drops him off. The childminder supports children's progression well because she provides a stimulating and welcoming learning environment to cater for their all-round development and emotional well-being. Through positive praise the childminder promotes children's confidence and self-esteem. She is a good role model and provides consistent routines. This supports children's understanding of what is acceptable behaviour, such as being kind and respectful towards others. The house rules are displayed to help children be familiar with them. The childminder ensures she spends time with all children so that they feel special and valued, which results in children having a positive self-image. The children have good opportunities to be independent appropriate to their ages. For example, they are encouraged to help to tidy away the toys before tea time and are praised for this. The older children help set the table and confidently pour their own drinks.

The childminder promotes children's health well. She works with parents to meet all dietary needs and ensure that all children are nourished. Children eagerly eat their cooked meal of homemade cottage pie for their tea. They help themselves to a drink when they become thirsty, which helps to ensure that they stay suitably hydrated. Through daily routines, such as hand washing, the children develop their self-care skills as well as learning about the importance of good hygiene practices. For example, as the children wash their hands before they eat their tea they talk about the germs that could make their tummy's poorly. The older children also clean their own teeth after eating breakfast before they go to school. Children have opportunities to explore the community around them, as they go out and about to different local places. For example, they attend the local park and different groups throughout the week. These activities also provide good opportunities for fresh air and exercise and provide experiences for children to learn about risks in their local environment, such as road safety and stranger danger.

The childminder completes risk assessments to minimise any potential hazards to children. This promotes their safety and well-being. Children develop an understanding of their own safety because the childminder makes sure that they learn how to use resources safely and incorporates safety into their play and learning. Emergency evacuation is planned and shows a proactive approach towards helping children to understand safety. The childminder provides the space and freedom for children to explore. Children feel safe to explore because the childminder supports them well and provide toys that are easily accessible and in appropriate condition. However, some toys and resources, such as natural resources and treasure baskets are not always readily available to enhance further the younger children's exploratory and sensory skills. Children demonstrate that they feel secure and form good emotional attachments with the childminder. They benefit from visits to toddler groups which enable them to develop confidence in new experiences and to help them socialise. Children have numerous opportunities to learn about other cultures and beliefs as the childminder provides a range of resources, activities and experiences. For example, they have recently enjoyed taking part in activities about Chinese New Year and have learnt about the story behind this. This helps children learn to value and respect others and to challenge inappropriate attitudes and practices.

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

The childminder has a secure understanding of her responsibilities in meeting the Learning and Development and Safeguarding and Welfare Requirements of the Early Years Foundation Stage. She has a good knowledge of child protection issues and has accessed appropriate training. This ensures that she is aware of potential signs of abuse and neglect and has a secure understanding of her responsibilities regarding protecting children from harm. For example, she knows what she must do if she has any concerns and which agencies she must inform. Risk assessments are conducted thoroughly so children play in a safe and secure environment. The childminder has effective emergency procedures in place. This offers parents reassurance that their children's safety and welfare. The childminder successfully evaluates her provision to ensure she meets all the legal requirements.

The childminder demonstrates a positive approach to improving her professional development in order to enhance the learning, development and care of the children in her setting. She regularly attends training events to expand and enhance her knowledge and experience. The childminder also attends the local childminding support group meetings which has led to her developing an increased knowledge and understanding of what is expected of being a childminder and caring for children. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. Through parental questionnaires and discussions with children, the childminder is positively striving towards involving others in her self-evaluation process. She has a positive and strong commitment towards monitoring and evaluating her service. The childminder regularly reviews and monitors children's progress records and planning documents to ensure she offers a broad range of activities across all areas of learning.

The childminder's relationships with parents are good. Parents are provided with a wealth of information about the childminder and her provision. They are given an information pack to read when they start and regular newsletters inform them of what the children have been doing. Parents are given regular information about how their child is progressing. However, she does not consistently share ideas with them about how they can support their child's learning at home. The childminder works well with other providers to make sure children have consistency of learning across different settings, including school. For example, she is provided with a leaflet about what the children are covering at school and ideas on how to support the children in their learning. From the recent parental questionnaires the comments indicate that they are very pleased with the quality of the childminding provision. For example, they say that their child loves the time they spend at the childminder's and they never want to leave. They also comment that the childminder has made them and their child feel very welcome and that the child leaves home happy to go to the childminder and returns just as happy. Parents state that they know their child is safe and secure in a lovely homely environment. They also state that the childminder offers great care which has made their return to work a lot more relaxed and enjoyable as they know their child is happy and settled.

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	EY464264
Local authority	Nottinghamshire
Inspection number	931273
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	7
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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