

**Inspection date**

17/02/2014

Previous inspection date

02/02/2011

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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 make good progress towards the early learning goals because the childminder provides them with a challenging range of activities, both in the home and further afield. She has also established robust systems for observing, assessing and planning for children's individual needs.
- The childminder has a sound knowledge of child protection procedures. As a result, children are protected and kept safe.
- The childminder has developed positive relationships with parents that thoroughly support continuity in children's care, learning and development. Consequently children are extremely happy, confident and secure in the childminder's home.
- The childminder is committed to continually improving her practice to make sure she best meets the needs of the children who attend.

**It is not yet outstanding because**

- The childminder does not always make best use of open-ended questioning techniques to encourage children to solve problems and further develop their language skills.
- There is scope to improve children's already good mathematical development by encouraging them to point to and count objects as they play.

## 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 children during activities in the lounge.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation and improvement plans.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents from their written comments.

## Inspector

Joanne Gray

## Full report

### Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a bungalow in Bestwood, Nottingham. Two living rooms, the kitchen and bathroom are used for childminding and there is a garden for outdoor play and learning.

The childminder attends a variety of local groups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, one of whom is in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association of 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:

- enhance children's already good language and thinking skills further by consistently asking open-ended questions during play and learning activities that encourage children to explain things in greater detail
- provide further opportunities for children to develop their mathematical skills, for example, by encouraging them to point to objects and count them during activities.

## 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 to promote children's learning and development through play and provides them with challenging experiences for learning. She finds out from parents what their children know and can do before they start attending. She uses this information well to plan enjoyable experiences for children so they make good progress from the beginning. Effective systems are in place for the assessment of children's progress. These include examples of the children's work, photographs of them at play and written observations about their learning and development. The childminder monitors the development of children in their individual learning journals and agrees the targets for their next steps in learning with their parents. As a result, children are making good levels of progress in readiness for school.

The childminder teaches children in fun ways about writing for a purpose, for example,

they have their own diaries and enjoy making marks in them when the childminder writes in hers. Children's reading skills are supported well because they have access to a wide range of books, which are regularly added to when they go on trips to the local library. Their literacy development is further extended when they look at books with the childminder. This is because she reads to them using varied tones to maintain their interest and pauses to give them time to remember the next word. The childminder asks children questions about the books to extend their language development. However, sometimes she asks closed questions, such as 'what colour is it?'. This puts children under pressure and they do not always answer and if they do it is only with one word.

Children are developing their mathematical skills because the childminder helps them to complete shape and colour puzzles. However, sometimes the childminder misses opportunities to encourage children to point to objects and count them when they are reading books or playing with their toys so that they extend their learning of how to relate numbers to amounts. Children are learning to use technology because they have access to push button toys and telephones and enjoy watching the childminder use the electronic tablet computer to take photographs. Children are developing a good understanding of the natural world as they grow plants and vegetables in the garden. The childminder takes children to different groups in the local community, for example, they attend playgroups, physical activity groups and go to the indoor swimming pool. Therefore, children are learning about the world around them and becoming used to mixing with larger groups of children in preparation for their move to school. Children take part in a wide range of expressive arts and design activities, for example, they enjoy painting and exploring water and sand. They learn a variety of rhymes with the childminder and enjoy singing them as they talk about what they have been doing with her. For instance, they remember a bus ride and burst into a rendition of 'The Wheels on the Bus.'

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

Children have formed strong attachments to the childminder and have a good sense of well-being. They are happy, independent and confident and thoroughly engaged in their play. This is because she has a warm and friendly manner and takes time to find out about children's needs and interests from parents before they start. The childminder takes children for visits to the nursery they will soon be moving to. This helps to reassure the children about the next stage in their lives and means the teachers gain valuable insight into the children's needs and personalities. Children behave well, listen attentively to the childminder and are responsive and polite from a young age. This is because she has consistent boundaries in place and reminds them to use their manners.

The childminder promotes children's healthy lifestyles well. She plans daily fresh air and exercise in her large garden and with visits to the local parks. The visits to play parks offer children the use of challenging play equipment to develop their physical skills further. Children learn about the importance of a healthy diet because the childminder provides them with a range of healthy snacks and meals. They also grow fruit and vegetables in the garden and greenhouse. They enjoy cooking and eating their produce, for example, they make an apple pie for tea. Children are supported to be independent because they are

given time to put on their own coats and can choose the toys they want to play with. They also take care of their own personal hygiene as they wash their own hands after going to the toilet.

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

Leadership and management is good. Children are safeguarded as the childminder has a good understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed training in recognising the signs and symptoms of child abuse and neglect and knows what to do if she is worried about a child. Necessary checks for her family have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. She completes detailed risk assessments of the home and for outings. This means that children always have a safe environment in which to play and learn.

The childminder has a good understanding of how children learn through play and first-hand experiences and she knows how to promote good progress in their overall development. She attends lots of groups where she mixes with other childcare professionals and shares ideas about good practice. She also attends training to increase her knowledge, for example, workshops about healthy eating. The childminder has a strong commitment to continually improving practice through ongoing self-evaluation and has fully met all the recommendations from her last inspection.

The childminder has developed firm partnerships with parents. She shares information with them on a daily basis so they are aware of how their child's day has gone and what they have been learning. Parents have access to their children's learning and development records and are encouraged to set targets with the childminder for their further development. Parents speak highly of the childminder and say that their children are "happy and secure" when in her care. The childminder used to work at the school which the children also attend, so she has good relationships with the teachers and shares information with them. Consequently, there is continuity in children's learning.

### **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

<b>Unique reference number</b>	252487
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	818429
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/02/2011
<b>Telephone number</b>	

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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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