

Inspection date

Previous inspection date

17/02/2014

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

- Children are happy and secure with the childminder and in the setting. They show strong levels of attachment and interact well with her.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities.
- The children's health, safety and well-being are given priority. The childminder has well-written policies and procedures and keeps accurate records, which all support children's care and development.
- The childminder establishes positive and trusting partnerships with parents. Frequent communication promotes continuity of care for children and the sharing of information about their learning progress.

It is not yet outstanding because

- The childminder occasionally misses opportunities to fully develop children's communication and language skills through consistently using open-ended questions.
- Although the childminder encourages children to become independent in selecting resources and activities, there is scope to further develop children's self-care skills and ability to make their own choices at mealtimes.

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 talked with the childminder and children throughout the inspection and toured the premises.
- The inspector looked at the children's learning records, child record forms, planning and other documentation, including policies.
- The inspector completed a joint observation with the childminder.
- The inspector looked at resources available to the children, observed activities in the playroom and the interaction and learning between the childminder and the children.
- The inspector took account of parents' and children's views and read a selection of questionnaires.

Inspector

Lianne McElvaney

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 with her husband and two children aged eight and three years in a house in Sutton-in-Ashfield, north Nottinghamshire. The ground floor of the house and the rear garden are used for childminding. There are toilet facilities accessible on the ground floor.

The childminder visits groups, the local shops and park on a regular basis. She collects children from the local schools. There are currently four children on roll in the early years age range. The childminder is open all year round from 7.30am to 6pm Monday to Friday except for family 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:

- extend children's language development, for example, by using more open-ended questions that have different possible answers

- encourage children to develop further independence by allowing them to self-select and serve their own food.

Inspection judgements

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

When a child starts with the childminder, she discusses their particular abilities, needs and interests with their parents. She uses this information, as well as her own observations, to establish each child's capabilities and starting points. The childminder has a secure knowledge of the seven areas of learning, child development and how children learn. Utilising this knowledge, guidance documents and her ongoing observations, she plans activities matched to each child's emerging skills and stage of development, offering additional support, as required. The childminder skilfully adapts activities to meet individual children's learning needs, which enables children to make good progress.

Children play with a good range of toys and activities to ensure they are stimulated throughout their day. Their communication and language development is promoted well as the childminder holds conversations with them. She models language well and introduces the children to specific naming vocabulary. There is scope to enhance children's language development further through the consistent use of open-ended questions to enable them

to develop their own thoughts and express them. The childminder promotes children's self-esteem and confidence with lots of praise. She considers children's individual interests and needs well when planning activities and experiences based on her knowledge of children's prior learning. The childminder completes accurate and precise observations and assessments of children and uses these effectively to plan activities the children will be interested in. Parents are kept well informed about their child's learning through a daily diary in which they also make comments. Parents make positive comments, for example, they state how amazed they are with how quickly their child settled. The childminder uses information from parents to further enrich her own planning for children so they gain the necessary skills for their future learning. The childminder also completes thorough, regular summaries of each child's individual progress and records the next steps in their learning 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 very good understanding of the importance of completing the 'progress check at age two' and is aware of the need to share this information with parents and other professionals.

It is evident that children feel safe, secure and relaxed in the indoor environment. The playroom is attractively laid out and children can independently access a variety of resources. Toys are motivational and developmentally appropriate to sufficiently challenge children according to their stage of development. Young children are able to independently access toys, to promote their interest in exploring. The childminder is aware of the characteristics of effective learning and uses this knowledge to ensure that children are encouraged to actively engage in learning and develop their independence. For example, the childminder follows the children's lead in play and supports their exploration of sensory play with rice. Children are taken to local toddler groups, rhythm and rhyme sessions and soft play environments where they can access a range of physical play. There are further opportunities to ride trikes, swing and develop gross motor skills in the garden and in local parks that the childminder visits.

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

The childminder sensitively supports children with their transition from home into her care. Discussions with parents as well as her own observations help the childminder get to know each child's likes, dislikes and routine and supports them according to their individual needs and preferences. Consequently, children settle very well. They are happy in her warm care and develop positive and trusting bonds with her. Babies are comfortable with her and there are frequent exchanges of smiles and cuddles between them. Close liaison with parents ensures they are kept well informed of their child's well-being. This is enhanced by the use of daily diaries to share information about the child's day. Daily diaries contain information helpful to parents, such as, food eaten, nappy changes and activities enjoyed. They are also used to record parents' feedback and observations of their child at home. Parents say that their children 'settle extremely quickly.'

The welcoming, friendly childminder helps young children form secure emotional attachments. As a result, children settle seamlessly into this welcoming home environment, look forward to coming and are quickly confident to stay on their own. She

supports the children and their parents with a caring, considerate approach that enables them to develop deep, trusting relationships. As a result, children progress quickly and feel safe with the childminder. They gain good self-esteem while benefiting from the fun they have with the childminder. The childminder is a calm and positive role model and helps children to learn positive behaviour, according to their age and understanding. For example, she uses distraction strategies with babies and toddlers, as well as facial expressions and tone of voice, to help them understand what is acceptable. The childminder supervises the children and gives high priority to their safety. She helps children learn how to keep themselves safe as they begin to learn to pull themselves up to standing. The childminder remains calm and consistent in her approach, offering lots of praise and encouragement, which builds on positive behaviour. As a result, children's behaviour is good.

Children choose from a wide range of good quality resources and play materials that the childminder makes available. These cover each area of learning and reflect children's interests. Many resources are stored at a low level to encourage children's confidence and self-motivation to make decisions about resources they want to play with. Young children gain a good understanding about healthy lifestyles as they are sensitively encouraged to follow personal hygiene routines and learn to manage these independently. Children are beginning to develop good self-help skills as they are encouraged to wash their hands themselves after using the toilet. However, children do not always serve themselves food and drinks, therefore, their independence and ability to make their own choices at these times, are restricted.

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

Children are kept very safe as the childminder is clear of her role and responsibility to protect them from harm. She has a very good knowledge of safeguarding procedures. The childminder has a clear written safeguarding policy and knows what action to take if she has concerns about a child. The childminder is clear about the signs of abuse and has contact numbers for agencies within her policy. She anticipates and minimises potential hazards, through vigilance and effective risk assessments, enabling children to play freely. An evacuation drill has been practised monthly, to ensure that it works effectively and that children are familiar with the procedure, without being fearful. Highly detailed written risk assessments along with daily checks of the premises ensure that children play in a safe and clean environment. Visits away from the setting are robustly risk assessed against any dangers which may occur to children and the childminder actively develops their understanding of how to be safe.

Documentation is extremely organised and readily available for inspection. Comprehensive details are gathered about the children and parental consents are obtained to ensure children are cared for according to their parents' wishes. Clear, written policies are shared with parents to ensure they are fully informed about her practice and sign to say they have read the childminder's policies. 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. Feedback from children's evaluations demonstrate their happiness with the activities the childminder provides. The childminder uses a helpful variety of communication techniques to establish strong day-to-day working relationships with parents, including comments from parents. Systems to enable parents to contribute to the assessment of their children's progress is secure. The childminder keeps parents well informed about their children's activities and progress through daily diaries and frequently emails individual parents photographs of their child.

The childminder has made a good start to childminding and continually reflects on her practice to identify and rectify any areas for improvement. She has some clear plans for the future, for example, to develop the use of her garden to broaden and improve children's play and learning experiences outside. The childminder welcomes and seeks parents' and children's views, both verbally and through questionnaires, to help her make ongoing, meaningful improvements to her practice. She meets with other childminders to share and emulate good practice. The childminder uses her knowledge of child development and how children learn, reference to guidance documents, plus discussions with parents, to successfully monitor the educational programmes. This ensures all children are offered a suitable and broad range of experiences to promote their progress towards the early learning goals. The childminder has a good understanding of the learning and development requirements. This is particularly so in planning what individual children need to learn next in each area of learning. The childminder sets consistently good standards for her quality of teaching, making good use of publications to monitor children's stages and progress. The childminder has a clear understanding of reasons to liaise with children's key persons at shared settings and the childminder has developed good relationships with the local school that children will transfer to. This effectively supports continuity of care and learning for all children.

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	EY465421
Local authority	Nottinghamshire
Inspection number	930847
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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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