

## Inspection date

Previous inspection date

20/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- The childminder provides a safe and secure environment for children to explore independently and understands her responsibilities to safeguard children.
- The childminder develops positive relationships with the children and they show that they are comfortable and secure in her care.
- The childminder promotes positive partnerships with parents, which enable her to meet children's individual care needs.

### It is not yet good because

- Assessment is inconsistent and does not always identify children's next steps or gaps in their learning or provide accurate information to complete the progress check at age two. As a result, children make satisfactory, rather than good, progress.
- Monitoring of the children's progress is not thorough enough and lacks consistency. Therefore children are not always challenged effectively in their learning to make best progress.
- The childminder does not fully use all opportunities and resources for children to explore the natural world.

## 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 held discussions with the childminder and spoke to children.
- The inspector observed the children in their play and the interaction of the childminder.
- The inspector held a joint observation with the childminder.
- The inspector sampled relevant documentation, including children's learning records, policies, procedures and the childminder's self-evaluation.

## Inspector

Janice Hughes

## 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 three children aged four, nine and 12 years in Repton, Derbyshire. The whole ground floor along with the first floor bathroom and two bedrooms of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder provides care from Monday to Friday, 7am and 6pm, all year round. She is currently caring for seven children, of whom three are in the early years age range. The childminder takes children to, and collects them from the local school and pre-school. She receives support from the local authority coordinator. The family has a pet dog.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the regularity of ongoing assessment, so that children's next steps in their learning can be effectively identified, the progress check at age two can be completed accurately and any gaps in children's learning can be identified, so that they are best supported to make good progress.

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

- help children to notice detailed features of the natural world, for example, by drawing their attention to sights, sounds, smells and pattern to arouse their curiosity of the world around them
- develop consistency in the way in which children's progress is monitored and supported so that children are challenged in their learning and development to make the best progress they can given their starting points.

## Inspection judgements

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

Children are happy in the care of the childminder. She has an appropriate understanding of the Early Years Foundation Stage learning and development requirements and understands how children learn through play and exploration. Children's progress in their learning and development is sound. The childminder obtains relevant information from

parents during their settling-in visit about their children's likes and capabilities. She uses this information, so that she can plan appropriate activities for when the children start in her care. As a result, children settle quickly because the childminder can provide activities that are of interest to the children. The childminder makes some observations of children's play and achievements, which she links to the different areas of learning. This helps to guide her planning of future activities. However, her assessment of children's progress is not always consistent as there are prolonged gaps in her procedure. She identifies some next steps in children's learning and assesses their progress periodically. As a result, she is not always able to sufficiently provide challenging activities to meet the learning needs of the children. In addition, this means she cannot accurately complete the progress check at age two, or identify any significant gaps in children's learning. Consequently, children make satisfactory, rather than good, progress. Children are however, acquiring a satisfactory range of skills in readiness for their next stage in learning, which is normally pre-school or school.

The childminder engages children in a balanced range of experiences. She joins in with their play and her interaction is good. She fosters communication and language generally well. She is constantly talking to the children and explaining what they are doing. She introduces new words to extend their vocabulary, such as 'creatures' and 'sea horse' as she reads a story about a 'scary shark'. Children thoroughly enjoy the story and show particular fascination about the shark. The childminder uses this and they chat about the shark and scream with delight at the childminder who pretends to be the shark and plays 'peek-a-boo'. This helps the children to listen and begin to understand that books are pleasurable. Children are developing their handling skills appropriately. They investigate construction bricks and connect the bricks together making various constructions. The childminder encourages this suitably and talks to them about colours, position, size and shape, using the opportunity to encourage early mathematics. Children participate well and build towers and houses. At one point a child sits inside the container where the bricks are stored. The childminder uses this opportunity and they turn the box into a car and pretend to drive to the 'shops'. This clearly shows how the childminder interacts well with the children and extends their play appropriately. Consequently, children are motivated, engaged and thinking for themselves.

Children love being outside and have opportunity to do this daily. The childminder regularly takes children to the park to help develop their physical skills, where they explore a variety of large equipment, such as slides and climbing frames. These encourage the children to climb and balance. They enjoy playing with the small sit-and-ride toys at the childminder's home, both inside and in the garden. They are confident at riding these toys and negotiate the obstacles well. However, opportunities to use the garden for exploring and investigating the natural world are not yet fully developed, for example, digging in the soil for worms, watching birds or noticing the effect the wind has on things. The childminder ensures that children's days include outings to various local places where they meet people, use different play equipment and explore the local environment. The childminder keeps parents generally well informed of their children's progress. They have daily discussions and the childminder periodically shares the children's learning journal records, which the childminder illustrates with photographs and observations. Parents comment that they are happy with the progress their children are making and the activities the children take part in.

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

Children are settled and secure. The childminder provides a warm and caring environment where she gets to know children well as individuals. Children develop trusting relationships and strong attachments with the childminder, which helps their emotional development. She requests detailed information from parents, which enables her to follow young children's routines. This means they sleep and eat according to their individual needs. This supports and maintains continuity in children's care and prepares them emotionally for their move into her care. Children behave appropriately as they are clear about expectations and boundaries, which are consistently reinforced by the childminder. The childminder uses suitable strategies to manage behaviour, such as praising children's efforts and achievements, which helps boost their self-esteem and confidence. She works in partnership with parents and other early years settings to enable consistency in the strategies used, such as developing cooperative play, sharing and taking turns.

The childminder provides a safe, welcoming and adequately resourced environment for children to explore independently. The resources and toys cover all areas of learning and are stored suitably in the playroom so that children can easily access them to enhance their own play. The childminder teaches children about staying safe. She practises safe routines for crossing roads and encourages children to use equipment safely. For example, she explains well about not climbing on the furniture and putting the toys away in case they trip over and hurt themselves. The childminder considers safety as a high priority of her care and ensures the children are safe at all times. She has completed detailed risk assessments of her home, the garden and any outings she goes on. She has an up to date paediatric first aid certificate so that she can deal with accidents in an emergency. The childminder has developed an appropriate emergency evacuation procedure. She completes fire drills regularly to help children learn about how to keep safe.

Healthy lifestyles are promoted appropriately. The childminder provides children with regular opportunities for fresh air and exercise, whether in the garden, at the park or walks in the community. She provides nutritious meals and snacks, such as home-made soup and crusty bread and fish pie with peas. She also encourages children to eat fruit and drink water regularly. The childminder encourages children's independence skills, such as pouring their own drinks which are accessible throughout the day and children access them when they are thirsty. Children are beginning to wash and dry their own hands. They use liquid soap and dry their hands on individual towels to help prevent cross-contamination. The childminder knows the children's individual routines, which she follows so that they have an appropriate balance of rest and play. She takes children to different groups and uses these visits to promote children's social skills, by helping them to meet different adults and play alongside other children. This helps children to develop confidence and helps support their move to other settings.

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

The childminder implements clear policies, which she shares with parents to promote children's welfare and safety. She has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She records children's existing injuries as routine and is clear about her responsibilities in following correct procedures to help protect children from harm. She supervises the children well at all times and provides a safe and secure environment, which is risk assessed well. She provides appropriate safety measures so that children can explore their environment confidently and safely. The childminder has appropriate knowledge of who may collect the children and maintains children's records sufficiently to enable consistency in maintaining children's well-being. She keeps the legally required records, which she completes clearly and stores confidentially. The childminder understands that she needs to monitor children's progress to help identify any gaps in their learning. She is developing a system that gives her an overview of children's progress. However, this system is inconsistent and not up to date with children's current learning. Therefore, children are not always thoroughly challenged in their learning effectively to enable them to make good progress.

The childminder has some methods to help her evaluate her practice. She keeps up to date with changes and improves her knowledge by attending training courses and meeting other childminders. She uses self-evaluation appropriately to make some focused improvements. For example, she has identified the need to rearrange the playroom and to label toys and resources with text and pictures to support children to make decisions for themselves. The childminder is keen to develop her role and attends regular training, such as safeguarding courses to ensure her knowledge is up to date. This helps her to continue to develop the service she provides for children and their families.

The childminder promotes positive partnerships with parents. She supplies important information about her childminding service by way of written policies, discussion and displays in her home. The childminder encourages daily exchange of information with parents so that she can meet children's individual care needs. These include conversations, text messages and a written diary. Parents say that their children have settled quickly and are happy in the childminder's care. They find the communication methods very helpful and say their children benefit from outings with the childminder. The childminder is aware of the benefit of exchanging information with other settings that children attend, as this promotes continuity in children's learning and development. Information about the children's time in other settings is currently shared through the parents.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY459277
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	949959
<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>	5
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

