

Inspection date	29/01/2014
Previous inspection date	14/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Good organisation of a wide selection of resources enables children to make safe and independent choices in their play. Therefore, children are happy and confident to lead their own play and this results in them approaching their learning with enthusiasm.
- The childminder makes good use of observation to assess and monitor children's progress. Through her planning and involvement in children's play, she effectively supports their development and progress.
- Relationships with parents and children are good. The childminder provides consistent routines and continuity of care for children, which means they feel safe and emotionally secure in her care. In addition, parents are complimentary about the service and care their children receive.
- The childminder maintains detailed documentation and she implements her policies and procedures effectively. This contributes to promoting children's health, keeping them safe and safeguarding their welfare.

It is not yet outstanding because

- The childminder's strategies for sharing her detailed records of children's progress and next steps with parents are not always highly successful. Therefore, she is not always maximising opportunities to routinely engage all parents in their child's learning.
- Information gathered about children's starting points during initial assessments is not always comprehensive enough to support planning for children's exceptional learning.

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 had a tour of the premises and observed children playing indoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder, looked at children's learning records, planning, self-evaluation and a selection of policies and procedures.
- The inspector took account of the views of parents through questionnaires and letters.
- The inspector checked evidence of suitability and qualifications of the childminder, others working with children and household members.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 2003 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 18 years and 16 years in New Mills, Derbyshire. All of the home and garden is used for childminding. The family has two cats and two rabbits as pets. The childminder occasionally works with an assistant.

The childminder visits the shops, parks and other places of interest with children on a regular basis. She takes children to, and collects them from the local schools, nursery and pre-schools.

There are currently seven children on roll, of these, five are in the early years age group and they 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.

What the setting needs to do to improve further

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

- strive towards ensuring children are exceptionally well prepared for their next steps in learning and readiness for school by developing highly successfully strategies to engage all parents in their child's learning. For example, by routinely sharing with them children's termly progress reports and personalised learning plans to enable parents to support their learning at home
- enhance information sharing with parents during initial assessments. For example, by ensuring assessments are precise, accurate and sharply focused and include comprehensive information about children's skills, knowledge and progress to support planning for their exceptional learning.

Inspection judgements

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

The childminder has a secure understanding of how young children learn and develop. This contributes to her supporting children in making good progress in their learning and readiness for school. She organises a wide range of activities around her home and this effectively encourages children to make safe and independent choices in their play. As a result, children are enthusiastic learners and they are eager and confident to initiate their own play. For example, they confidently build and design models with the bricks and use their imagination as they play with their creations. These activities promote children's

development in expressive arts and design. The childminder is actively involved in children's play. When engaging with children, she asks a good range of open-ended questions and this encourages children to think for themselves, solve problems and think critically. In addition, the childminder understands the importance of stepping back and letting the children have the time and space to lead their own play. For example, when children go to groups and enjoy spending time playing independently with their friends. This effective teaching supports children in becoming active learners, because they are willing and eager to try new things, have a go and develop the confidence to build up relationships with other children. The childminder makes good use of observation and assessment to ensure she has a good overview of children's progress and next steps. This means she identifies and plans for their next steps in learning. For example, she effectively promotes children's literacy development, through a variety of activities. For example, children talk about what the Chinese symbols mean and they enjoy using the dough to create their own letters and symbols. In addition, the childminder encourages older children to write their names on their pictures. Through the effective use of observation, planning and positive interactions with children, they make good progress in their learning and readiness for school. This is because the childminder plans a wide range of activities across all areas of learning. For example, they use number and talk about shape and size when playing with the dough. These activities contribute to promoting children's development in mathematics. In addition, children have good opportunities to develop positive relationships with their peers because they go to groups and activities at the local children's centre.

The childminder positively interacts with children and because of this; she engages them in everyday conversations. For example, children talk about their day and they are confident to ask questions. They enjoy looking at books and using props and puppets to create their own stories. This effectively promotes children's language and communication development. Through making good use of outings, going to groups and visiting places of interest, the childminder effectively fosters children's development in understanding the world. For example, they learn about history, nature and the natural environment on woodland adventures, riverside walks, visits to the farm and museums. In addition, through planning activities around different cultural and religious festivals, children learn about the beliefs of other people who live in their community. For example, children are eager to talk about being born in the year of the tiger and they enjoy tasting a variety of food as part of their Chinese New Year celebrations. The childminder fosters children's development in expressive arts and design well. Children enjoy being creative and imaginative as they engage in painting and role-play activities. In addition, they create and design patterns and pictures with the dough, such as making noodles. The childminder makes good use of her outdoor area to promote children's learning. For example, the summerhouse is well equipped with resources, such as books, role play, construction and drawing so that children can engage in a variety of activities when playing outdoors.

Relationships with parents are good. The childminder ensures they are fully aware of the service and how she promotes their child's learning through a detailed and comprehensive policy file. Through discussions and daily diaries for younger children, she keeps parents informed about their child's day. This promotes continuity in children's care. In addition, the childminder maintains detailed records of children's progress, which includes a 'termly

summary of their progress and a personalised learning plan'. Although, the childminder discusses children's progress with parents, she is not always routinely sharing the information she maintains in her summaries and learning plans. This includes detailed information on children's next steps, activity plans and ideas to support this learning at home. Therefore, because she is not yet routinely sharing this information with parents, strategies to engage them in their child's learning are not always highly successful. Therefore, when planning continuity and excellence in children's already good learning and readiness for school, planning is not always involving parents.

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

The childminder has good relationships with the children. She knows them well because overall she gathers some good information about their needs and care. For example, she completes relevant documentation, uses settling-in visits and discussions with parents to find out about children's routines, likes and needs. This means she promotes continuity in children's care because she reflects their individual routines into the day. This contributes to building up positive bonds and attachments with children. However, the information she gathers from parents during initial settling-in visits about children's starting points in regard to their progress, knowledge and skills is not as comprehensive as other information collated. Therefore, when planning for children's exceptional learning when they first start, the childminder is not always basing it on precise, accurate and sharply focused assessments. However, because she shares some good information and develops positive relationships with children, she ensures they experience a smooth transition from home to the setting. Therefore, children are happy, they settle quickly and feel emotionally safe and secure in the childminder's care. This effectively promotes children's personal, social and emotional development. In addition, this emotional security supports children in having the ability to positively embrace their future learning. For example, gaining the confidence and independence skills they need as they start school or nursery.

There are good arrangements in place for managing children's behaviour. The childminder is a positive role model for children and she provides consistent boundaries and routines. Therefore, children behave well because they know what the childminder expects of them. Through praise, she values and acknowledges what children do well. For example, she praises children's achievements and displays their work on the wall so that children can take pride in the work. For example, children talk about their Chinese pictures and the childminder reminds them how well they did in writing their names. This promotes children's confidence, high self-esteem and positive self-image. In addition, through play, she encourages children to share the resources, such as the electronic bee, explaining to children that it is kind to let their friends have a turn. This results in children having respectful, cooperative and harmonious relationships with their peers. The children are developing a good understanding of how they can keep safe, whilst having the opportunity to manage their own risks. For example, the childminder ensures she is close by to supervise children as they attempt new challenges, such as climbing the slide or using a larger piece of equipment for the first time. In addition, through outings, they discuss issues such as road safety and 'stranger danger' so that they are aware of how to keep themselves safe.

The childminder effectively promotes children health and understanding of the importance of leading a healthy lifestyle. She ensures children have good opportunities to play in the fresh air and to engage in physical activity. For example, children enjoy playing in the garden, going on walks and visiting the park. This means they run, climb, kick balls, use small apparatus and ride bikes. This promotes children's physical development. Through training, the childminder has a good understanding of the importance of promoting healthy eating. As a result, she provides a wide variety of nutritious meals and snacks and she is mindful of adhering to appropriate portion sizes. The children have a secure understanding of effective health and hygiene practices. For example, they routinely and independently wash their hands at appropriate times throughout the day. This supports them in developing good self-care skills and an understanding of their personal care needs.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Through training, detailed policies and information on safeguarding procedures she has a very good understanding of child protection issues. She is fully aware of the potential signs of abuse and neglect and is proactive in reporting and monitoring any concerns to appropriate agencies. Therefore, good measures are in place for protecting children from harm. In addition, all adults living or working on the premises complete relevant suitability checks to ensure they are suitable to have contact with children. This contributes to keeping children safe. The childminder completes regular risk assessments and carries out daily safety checks. Therefore, she ensures good precautions are in place to minimise accidents and injury. For example, she ensures children do not have access to any dangerous items or objects. In addition, she risk assesses any outings to ensure children are safe. For example, at children's centre groups, she is always close by to ensure she supervises children's play, while letting them have the freedom to play independently with their peers. The childminder also maintains and implements a wide range of comprehensive written policies and procedures, which she maintains in a very organised manner. This contributes to her having a good understanding of her responsibilities in promoting and safeguarding children's welfare. For example, her policies include the safe administration of medication, managing children's behaviour and detailed risk assessments, including taking children on outings. In addition, her safeguarding policy includes the safe use of mobile phones and cameras. For example, she has consent from parents and she registers with appropriate data protection agencies to enable her to use her phone for taking photographs and recording children's progress. This provides her flexibility to use her phone to record children's achievements when on outings, for example, when children are playing with their peers at groups.

The childminder makes good use of self-evaluation and training as a way to monitor her practice and service. This includes seeking the views of parents, children and sharing good practice ideas with other childminders. This means the childminder successfully identifies ways in which she can improve. For instance, enhancing children's mathematical development by exploring ways to introduce it into a wider range of activities. In addition,

by successfully addressing the recommendations from her last inspection, she improves the provision for children. For example, improved observation and assessment arrangements means that the childminder has a secure understanding of individual children's learning needs. This contributes to children making good progress in their learning. In addition, by using coloured stickers for each area of learning, the childminder has a good overview of her curriculum. This means she effectively monitors the educational programmes to ensure she provides a breadth of activities for children. The childminder has a positive approach to promoting her professional development. She accesses a good range of training courses to improve her personal effectiveness and children's achievements over time. For example, through completing 'Every Child a Talker' training, the childminder is using the information gained as a tool to track and monitor children's communication and language skills.

The childminder has good relationships with parents. She shares her detailed policy file with them, so that they are aware of the service and learning in place for their children. In addition, she discusses children's care arrangements with parents to promote continuity for children and to ensure she meets their needs. Through regular questionnaires, the childminder is proactive in seeking parents' views. Parents' comments about the service and care their children receive are complimentary. They say their children are happy, safe and well cared for. They express how much their children enjoy spending time with the childminder and that she supports them in making good progress in their learning. In addition, children are eager to talk about the toys they like to play with at the childminder's. The childminder works well with other settings involved in children's learning, such as school and nursery. She regularly shares with them children's progress and finds out what activities children are experiencing in nursery. The childminder fully understands the importance of working in partnership with parents, external agencies or other professionals. Therefore, she ensures good intervention strategies are in place to support children with identified needs or those who may need some additional help in their 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

Unique reference number	EY276154
Local authority	Derbyshire
Inspection number	948930
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14/11/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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