

Inspection date	30/01/2014
Previous inspection date	25/08/2009

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

- The children are happy and they independently access an excellent range of resources with excitement and enthusiasm. Through making effective use of the outdoors, children have good opportunities to learn about nature and the natural environment.
- The effective use of observation and regular progress checks ensures the childminder identifies and plans for children's learning needs. This includes sharing the information with parents to support children in making good progress in their learning.
- The children have a good understanding of how they can keep themselves safe. They settle quickly in the childminder's care and feel safe and emotionally secure because the childminder provides consistent and familiar routines for them.
- The childminder is organised and through her many detailed policies and procedures, she is fully aware of her roles and responsibilities in keeping children safe and protected from harm.

It is not yet outstanding because

- Information gathered about children's starting points during initial assessments is not always consistent and comprehensive enough to support planning for children's exceptional learning.
- The childminder is not always maximising on training opportunities to promote a well-established programme of professional development to support promoting the highest levels of achievement.

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 discussions and questionnaires.
- The inspector checked evidence of suitability and qualifications of the childminder and household members.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 2001 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 14 years in New Mills, Derbyshire. The whole of the ground floor, first floor bathroom and enclosed gardens are used for childminding. The family has a rabbit as a pet.

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 three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am 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:

- increase the detail of the information gathered from parents during initial assessments to ensure the approach is consistent and that comprehensive information about children's skills supports the planning for their exceptional learning
- strengthen arrangements for promoting a well-established, astute and targeted programme of professional development to support promoting improvement for children and to strive towards promoting the highest levels of achievement and a constant first rate understanding and practice.

Inspection judgements

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

The childminder supports children in making good progress in their learning and readiness for school. This is because she has a secure understanding of how young children learn and develop and the importance of good quality teaching. Therefore, she provides an excellent range of resources, activities and experiences across all areas of learning. She organises these effectively so that children 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 eagerly play with the house, pretending to put out the fire and saving the people from the burning building. In addition, they play with

the train and this encourages them to talk about their adventures and experiences of visiting the steam trains. These activities effectively foster children's imagination and their development in expressive arts and design. The childminder's arrangements for observing, monitoring and tracking children's progress are good. Through her observations, she has a good understanding of children's abilities and what she needs to plan to support their progress and development. This includes completing a regular summative assessment of children's progress and their next steps in learning. Therefore, she plans a wide range of activities to support children in making good progress in their learning and readiness for school. This includes taking children to groups at the local children's centre, so that they can spend time playing independently with their peers. This is because the childminder understands the importance of stepping back so that children have the time and space to lead their own play. Through her effective planning, she promotes children's progress and development. For example, when playing with the dough and measuring worms, children talk about different lengths and size; they make comparisons and sort the worms by length and colour. This activity effectively promotes children's development in mathematics.

The childminder is actively involved in children's play. Her interactions with them are positive and she makes good use of open-ended questions to encourage children to think for themselves and to solve problems. This effective teaching results in children being active learners, who have the confidence to have a go and to try new things. Through everyday conversations and asking questions, the childminder promotes children's language and communication skills. As a result, children are confident speakers who engage easily in conversations. For example, during play they use language to provide a narrative to explain what they are doing and to make up their own stories, such as when they are playing with the house. In addition, activities, such as using a story board and taking story sacks to the park to read on the 'reading bench', children have a keen interest in books. This promotes their literacy development. The childminder makes good use of outings, visits and the local environment to promote children's learning across all areas of learning. For example, children enjoy visiting museums where they learn about history. In addition, they love exploring the woodland, riverside walks and areas of natural beauty around the childminder's home. These activities provide good opportunities for children to learn about nature and the natural environment. In addition, the childminder is keen on extending these outdoor learning experiences within the home. For example, at home, children care for caterpillars; they nurture them until they turn into butterflies, before letting them go in the wild. These activities effectively foster children's development in understanding the world.

The childminder's relationships with parents are good. Through her detailed and comprehensive policies and procedures file, she ensures they are fully aware of her service and the arrangements for promoting children's learning. She regularly talks to parents about their child's ongoing learning and care needs. This includes sharing children's progress files, her observations and summative assessments of children's achievements and next steps. This information sharing contributes to promoting continuity in children's care and learning.

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

The relationships between the childminder and children are good. Therefore, children have positive attachments and secure bonds with the childminder. Overall, she knows children well because she gathers some good information about their needs and care. For example, during settling-in visits, discussions with parents and completing some relevant documentation, the childminder is aware of children's routines, likes and needs. This means she provides familiarity for children because she mirrors their routines at home in the childminding day. This provides continuity for children and results in them settling quickly, feeling safe and emotionally secure in her care. Therefore, the transition from home is a smooth experience for children. This effective transition and positive relationships effectively promotes children's personal, social and emotional development. In addition, because children feel emotionally secure and have good personal skills, they have the ability to positively embrace their future learning. For example, having the confidence and independence skills they need as they start school or nursery. Although information sharing is secure regarding children's needs, detail gathered about their starting points in regard to their learning is not as comprehensive. For example, during initial discussions, the childminder uses an 'all about me' booklet to gather from parents information on children's abilities across all areas of learning. However, she is not always consistently ensuring this booklet is completed in full or swiftly. This means for some children, information on their starting points about their progress, knowledge and skills is not as comprehensive as other information collated. Therefore, when planning for their exceptional learning when they first start, the childminder is not always basing it on precise, accurate and sharply focused assessments of what parents know about their child.

The childminder's arrangements for managing children's behaviour are good. She promotes consistent routines and boundaries and ensures she provides a positive role model for children. Through play, discussions and praise, she supports children in being polite, well-behaved individuals who fully understand what the childminder expects of them. For example, she calmly reminds children about the importance of being kind and sharing the resources with their friends. This results in children having respectful, cooperative and harmonious relationships with their peers. Through praise and displaying children's work around the home, she values and recognises children's achievements. Therefore, children have high self-esteem, a positive self-image and confidence in their abilities. For example, she praises children as they successfully count and make simple calculations when looking at the books. The children have a good understanding of how they can keep themselves safe. For example, when using equipment, such as scissors, they openly explain how they are sharp, that they need to be careful and hold them correctly. In addition, on outings and through planning activities around safety, children learn about fire safety, 'stranger danger' and the importance of adhering to good road safety practices.

There are effective arrangements in place for promoting children's health. For example, parents receive good information on the childminder's approach to promoting healthy eating and what to bring in children's packed lunches. In addition, during activities, such as baking and growing some foods in the garden, the childminder discusses with children the benefits of making healthy choices. The children have a good understanding of the importance of exercise and being active and how this encourages them to lead a healthy

lifestyle. They have many 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. Therefore, they have good opportunities to run, explore open spaces, climb, balance and use small apparatus. The children have a good 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 and detailed information, she has a secure understanding of child protection issues. She is fully aware of the potential signs of abuse and neglect and she clearly understands her role in reporting and monitoring concerns. Therefore, she ensures she deals with any concerns by informing relevant agencies. In addition, all adults living on the premises complete relevant suitability checks to ensure they are suitable to have contact with children. Therefore, her arrangements for safeguarding and protecting children from harm are robust. The learning environment for children is safe. This is because the childminder completes regular risk assessments and carries out daily safety checks. Therefore, she puts in place good precautions to minimise accidents and injury. In addition, she risk assesses any outings to ensure children are safe away from the home. For example, at children's centre groups, she provides opportunities for older children to play independently with their peers. However, she is close by to supervise their play and to provide reassurance. In addition, when at these groups, she ensures she is attentive to children's needs, such as settling younger children to sleep. The childminder's effective organisation and implementation of a wide range of comprehensive written policies and procedures, also promotes and safeguards children's welfare. For example, her policies include how she manages children's behaviour, deals with accidents and the safe and appropriate use of mobile phones and cameras. For example, when using her phone, she has consent from parents and she registers with appropriate data protection agencies. This enables 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.

Overall, the childminder's approach and commitment to promoting improvement is good. For example, through self-evaluation and effective monitoring she successfully identifies her strengths and areas to improve. For example, through monitoring children's progress records she swiftly identifies areas where she needs to extend her resources to ensure she promotes challenge for children. Her self-evaluation is inclusive because she shares good practice ideas with other professionals and she uses questionnaires to seek the views of parents and children. Through successfully addressing the recommendations from her last inspection, the childminder improves the provision for children. For example, improved partnership working and information sharing with school and nursery, promotes continuity when planning for children's learning. Overall, the childminder has a positive approach to

promoting her professional development. This includes completing safeguarding training, being part of childminder forums and keeping up to date with policy changes that may influence her service. This means there are some good measures in place for improving her personal effectiveness. However, the childminder recognises she has not recently accessed training as frequently as she would like. This includes implementing some of the ideas she has gained from previous training. For example, introducing into children's play the open-ended resources she purchased, such as guttering, pipes and tubes. Therefore, the childminder is not always maximising on training opportunities to promote a well-established, astute and targeted programme of professional development. As a result, promoting improvement through training is not always of the highest level or constant to promote a first rate understanding and practice.

The childminder has good relationships with parents. She informs them about the service and children's learning through detailed policies and children's progress records. In addition, she regularly discusses with parents children's care arrangements and uses daily diaries with younger children to promote continuity in children's care. Comments from parents are positive. For example, discussions with them and questionnaires demonstrate they are happy with the service. They say the childminder promotes their child's learning and that their children love spending time with her. They express how she meets their child's needs and that she is supportive and sensitive in reassuring them that their children are safe and well cared for. In addition, children talk positively about the things they enjoy doing with the childminder. The childminder understands the importance of working with other settings involved in children's learning, such as school and nursery. Therefore, good arrangements are in place for sharing information about children's learning and progress. The childminder understands the necessity for working in partnership with parents, external agencies or other professionals. Therefore, 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	EY221695
Local authority	Derbyshire
Inspection number	948931
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	25/08/2009
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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