

<b>Inspection date</b>	24/02/2014
Previous inspection date	13/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children are happy, settled and eager to learn because they have positive, secure and warm relationships with the childminder.
- The childminder provides a stimulating learning environment with activities that engage children and encourage them to learn.
- The childminder identifies children's emerging skills and interests and skilfully interacts with them. As a result, children make good progress.
- Partnerships with parents are strong. This means that information is shared effectively and children's individual needs and progress are well supported.
- Children become confident and independent in their self-care skills, which promotes their well-being.
- Safeguarding of children is good. The childminder ensures policies and procedures are effectively implemented and as a result, children are protected and kept safe.

### **It is not yet outstanding because**

- There is scope to enhance the learning environment by extending the use of print, to support children's developing understanding of words and early reading skills.
- There is less opportunity for children to investigate and explore natural materials within the wide selection and high quality range of manufactured toys provided by the childminder.

## 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 as they played in the lounge and kitchen areas.
- The inspector spoke with children and their parents throughout the inspection.
- The inspector held discussions with and carried out a joint observation with the childminder.
- The inspector viewed a sample of documentation, including the policies and procedures of the setting.

## Inspector

Elaine Tomlinson

## Full report

### Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in a house in Littleover, Derby. The whole of the ground floor, the second level and the rear garden are used for childminding. The family has a dog. The childminder meets with another childminder and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 15 children on roll, of whom five 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. 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:

- enhance the learning environment, for example, by making it richer in print to further promote and support children's understanding of words
  
- introduce more natural materials and objects to further expand on children's strong exploratory impulses and curiosity.

### Inspection judgements

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

The childminder provides a welcoming, stimulating and interesting learning environment, which means that children are keen learners who settle quickly at activities when they arrive. The childminder is a skilled teacher. She has a high level understanding of how children learn best and effectively supports and engages children to become confident learners, who develop a comprehensive range of skills. The childminder constantly talks and engages in play with children, guiding them by asking thought provoking questions, which encourage children to extend their thinking and explore imaginatively. In addition, she is skilled at stepping back to allow children to experiment and discover for themselves and knows when to guide, support and encourage them. Consequently, children make good progress in their learning. Children have access to a wide range of good quality manufactured toys, which they enjoy playing with. However, there is scope to enhance these resources with additional natural, open-ended materials to further develop older children's strong exploratory impulses and curiosity.

The childminder organises the day very well, in order to cater for children's differing needs and interests. For example, they attend several groups, events and sessions and visit local places of interest throughout the week. This provides children with a wealth of opportunities within the local community, where they socialise with other children of similar ages and interests. This means that children are developing a range of important skills through interesting and challenging experiences, which support their current and future learning. Children are well supported to acquire good communication skills, as the childminder interacts positively with children reinforcing and modelling the use of language. As a result, children are confident communicators. Children enjoy manipulating dough and develop their fine motor skills as they roll it and make shapes. The childminder supports children to develop early mathematical skills as they play, for example, they count the tubs of dough. She introduces concepts, such as colour and size, as children decorate picture frames and children express themselves freely as they dance and sing to music. Children enjoy sharing books with the childminder. They demonstrate that they can hold the book and turn the pages and the childminder engages them in the story as she asks questions to encourage them to participate. There is scope to enhance the learning environment by extending the use of print. This is in order to support children's developing understanding of words and early reading skills, for example, through the use of labels on toy boxes.

The childminder knows children well. Settling-in sessions before children first start enable the childminder to become familiar with children's individual needs and capabilities through discussion with parents and observations. The childminder assesses children's progress on an ongoing basis, skilfully identifying their levels of development and next steps in learning. She uses this information to plan relevant activities that reflect children's interests and learning needs. This helps to ensure that children make good progress. The childminder shares information about children's progress with parents on a daily basis through discussion and written diaries. She keeps them well-informed about children's ongoing development and encourages parents to engage in their children's learning at home. In addition, the childminder has plans to use these valuable records to help her write the summaries for the 'progress check at age two' once children reach this age.

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

Children are happy and enjoy their time with the childminder. They are confident and demonstrate that they feel secure in her company. This is because they have formed close bonds and attachments with the childminder, who is an open caring and warm person. She responds appropriately to children's interactions with her and offers cuddles and reassurance when children become upset. This effectively supports the well-being of children. The childminder gathers good information from parents. This ensures she knows about their child's individual needs. The childminder is a good role model. She is polite and respectful to children, who are encouraged to use good manners and learn to respect each other's differences as they play together. The childminder skilfully celebrates achievements throughout the day offering positive praise and encouragement, which supports children as they develop good self-esteem. She is clear and consistent about her expectations of behaviour and as a result of this, behaviour is good and children play

confidently and cooperatively together.

Children explore the well-resourced spacious environment confidently. Resources are stored in clear containers at accessible levels for children. This enables children to make choices as they play. The routine of the day further supports children to develop good levels of independence as the childminder skilfully supports children to carry out tasks for themselves. For example, younger children take off their own shoes and put them away and older children use the toilet by themselves. The childminder takes all reasonable steps to ensure that her home is a safe enabling environment for children. Children learn about keeping themselves safe as they discuss the temperature of the water and as they climb up and down stairs. The childminder encourages children to have a go at new activities and supports them effectively as they learn to take risks when they climb on apparatus at the park. This helps to support the well-being of children.

The childminder ensures that children's health is well-promoted. She provides a well-balanced selection of hot and cold meals and offers water to drink throughout the day. Children learn about healthy foods as they play. For example, they feed the dolls milk to make them strong. The childminder ensures that children are provided with comfortable and cosy areas to relax and sleep. Measures are in place, which help to keep children safe at these times. Children have regular access to the outdoor environment; they go for daily walks in the community and go on outings to different venues, where they are encouraged to move physically. These outings also provide children to play with other children of the same age, which helps to support their emotional well-being when they start school as they have already developed friendships.

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

The welfare of children is effectively promoted as the childminder has a positive attitude to her roles and responsibilities under the safeguarding and welfare requirements. A robust set of policies and procedures, which support the well-being of children are in place and working practices ensure that they are adhered to. The childminder has attended safeguarding training to enhance her knowledge and subsequently has a good understanding of how to keep children safe from harm. She is clear on child protection procedures and whom to report any concerns to. All people who live in the childminder's home have been subject to relevant Disclosure and Barring Service checks. These measures help to keep the children safe. Risk assessments of the premises, including outings and resources are implemented, which help to ensure that children remain safe while in her care.

The childminder is well-motivated to ensure that children make good progress while in her care. She knows the capabilities of children well and teaching is rooted in a good knowledge of the ways in which children learn best. Flexible planning, which is tailored to the interests and developmental needs of children help to ensure that children are well-motivated to learn and as a result, they make good progress. The childminder is able to reflect on her setting critically. Strengths and weaknesses have been identified through

self-evaluation procedures and plans to improve practice support the ongoing development of the setting. The childminder shows a strong commitment to her professional development by attending any relevant training events that become available. Therefore, children who attend the setting make good progress.

Partnerships with parents are good. The childminder ensures that interactions with parents are informative and purposeful. Information is shared effectively with parents about children's learning and development, which means that children's learning is well supported at home. Parents are very positive about the childminder, they comment that she is a 'guardian angel' and are happy with the care which their children receive. The childminder uses effective strategies to work in partnerships with the other settings that children attend. She has developed good working relationships with the local school, which enables her to gather detailed information about children's next steps in learning. The childminder uses this information to inform planning and as a result, learning is efficiently complemented across settings. The childminder has good links with other childminders in the area and regularly meets with them to share good practice, which supports the ongoing development of the setting.

### **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>	EY336425
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	878160
<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>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/10/2009
<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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