

Inspection date	27/02/2014
Previous inspection date	30/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 develops warm and sensitive relationships with the children. She encourages them to settle well. As a result, children feel safe and secure and their emotional needs are well met.
- The childminder has developed a strong relationship with parents. She has two-way communication with them, which helps support children's continuity of care.
- The childminder meets the safeguarding requirements. She has assessed the risk to children on the premises and on outings, and minimises these to ensure children can move around and play in a safe and secure environment.

It is not yet good because

- Assessment processes are not yet sufficiently robust to give the childminder enough information so she can identify any gaps in children's learning or effectively plan challenging activities to ensure they all make good progress.
- The childminder does not sufficiently monitor the quality of children's play experiences to ensure each child is provided with good levels of challenge across all areas of learning to aid their overall development.
- The childminder does not label resource boxes to make it easier for children to find the resources they need or to support their understanding that print carries meaning.

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 her assistant and spoke to children.
- The inspector observed activities indoors.
- The inspector held a joint observation with the childminder.
- The inspector sampled relevant documentation, including policies, procedures and the childminder's self-evaluation.

Inspector

Janice Hughes

Full report

Information about the setting

The childminder was registered in 1985 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband and one adult child, who is her assistant, in Sinfin, Derbyshire. The whole ground floor of the home is used for childminding. There is an enclosed garden for outside play. However, this was under construction at the time of the inspection and was not being used by the children. The family has two dogs and two cats.

The childminder provides care Monday to Friday from 7.30am to 6pm, all year round, except for Christmas, Bank Holidays and family holidays. There are currently four children on roll, all of whom are in the early years age range. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group.

What the setting needs to do to improve further

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

- ensure assessment procedures are robust and provide enough information so that the childminder can identify any gaps in children's learning and plan activities that ignite and challenge the children's individual learning, so that they make good progress.

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

- extend the use of rigorous monitoring so that it is effective, in order to improve the children's learning and development and educational programmes
- support children to find resources easily and understand that print carries meaning by providing labels for resource boxes.

Inspection judgements

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

Children are content and happy to attend this childminder's home. The childminder has a basic knowledge of the Early Years Foundation Stage. She gathers relevant information from parents at settling-in times to find out about the children's preferences and capabilities. She uses this information appropriately so that she can get to know the children and inform her starting points. As a result, she can provide activities that are of

interest to the children for when they start with her. The childminder continues to teach, observe and assess the children while they play and records her findings in 'Learning Journal' records that she shares with parents. She records the children's achievements and identifies some next steps in their learning. However, her assessment procedures are not robust enough to identify any gaps in children's learning, so that early intervention can be secured in a timely manner. In addition, she is not always providing a range of challenging activities that prioritise individual children's next steps in development in all areas of learning. As a result, children make satisfactory progress instead of good. They are, however, acquiring suitable skills and attitudes to help them with their future learning. Parents state in testimonials they are happy with the progress their children are making. The childminder talks to parents daily and they together discuss the needs of their children. The childminder has appropriately completed a progress check at age two and shared this information with parents.

The childminder is appropriately fostering the prime areas of learning for the younger children she minds. She and her assistant are constantly chatting to the children while they play. They are describing what the children are playing with and promoting language skills. For example, the assistant sensitively says words for a child to repeat and when the child mumbles a sound she immediately praises him. This encourages the child to repeat the sound again, which promotes his speaking skills. Children are suitably learning their physical skills. Children aged under two years are handling materials, such as play dough, and let it squeeze through their fingers, and they hold crayons and paintbrushes to make marks. The childminder provides opportunities to develop their movement skills adequately. They use sit-and-ride toys inside and the small equipment in the garden, and older children go to the park. Here they use the larger equipment, which helps develop their climbing and balancing skills. Photographic evidence shows that children enjoy exploring in the garden. Here they dig in the soil, plant flowers and vegetables and hunt for mini beasts. All of this helps them to understand the world outside.

Books play an important part of the children's day. They love snuggling up with the childminder or her assistant and listen to stories and look at pictures. They participate in the actions and help to turn the pages carefully. They are learning that books bring pleasure. The childminder provides a broad range of books to use, stored in the playroom. However, these are not easily accessible for the younger children as they are on shelves where children can not reach. As a result, the younger children can not independently choose the books for themselves. Children learn mathematics through everyday routines. The childminder counts the toys, refers to building taller towers and sorts the toys by colour and size. Information and communication technology is promoted well. Children giggle and laugh as they are fascinated by the lights and noises the rocking toy makes as they press the buttons on and off. This opportunity provides excitement and motivates children to learn and try again. Creativity and imagination skills are promoted appropriately. For example, younger children happily bang the drum making wonderful sounds, and older children enjoy dressing up as various characters as they play with the pots and pans and have a teddy bears' picnic.

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

Children settle quickly and are confident and interested in what they do in the childminder's care. The childminder works closely with parents to understand children's care needs and responds to them in a gentle and sensitive manner. The childminder knows the children's individual routines, which she follows so that they have an appropriate balance of rest and play. She provides a calm environment and supports children in developing a strong sense of emotional well-being. They clearly demonstrate that they have formed positive relationships and strong bonds with both the childminder and her assistant. This helps them feel safe and secure at all times. Children learn good manners as the childminder consistently models the use of 'please' and 'thank you'. The childminder praises them for their efforts. This helps children develop confidence and self-esteem and, as a result, they behave well. The childminder promotes positive behaviour. Children follow basic house rules with prompts from the childminder, such as taking their shoes off on arrival.

The childminder encourages children to be independent and explore the resources safely. An appropriate range of resources support all areas of children's development. The home is generally well organised, providing a welcoming and appropriate learning environment. A suitable range of toys and resources ensure the children are able to make choices for themselves, which supports their independence and play. However, in the playroom the childminder does not label resource boxes to make it even easier for children to find the resources they need or to help them learn that print carries meaning. Children are developing appropriate self-care skills through daily routines, such as wiping their hands before meals and snacks, which helps them to learn about good health practices. Children are beginning to learn about healthy lifestyles. The childminder promotes healthy eating, providing fruit and vegetables for snack, and encourages children to drink water throughout the day. This helps children to satisfactorily understand about healthy lifestyles. The childminder encourages exercise daily as children use the garden, walk in the community and visit the park regularly. Here they enjoy the fresh air and have opportunities to run around.

Children are beginning to learn about how to keep themselves safe in suitable ways. For example, the childminder carefully explains to them the importance of not throwing the building blocks, in case they hurt someone. Children develop an appropriate awareness of safe practices through daily routines, such as waiting for food to cool. The childminder involves children in fire drills to help them understand how to keep themselves safe in an emergency. Children attend sessions at a local toddler group to help develop their social skills and to mix with others. This helps children to develop confidence and supports their personal, social and emotional development suitably. The childminder understands the importance of helping the children move to other establishments and communicating with provisions which children attend. She has good communication with these settings. They pass on information to each other about the children's achievements. This enables the childminder to complement their learning and provide continuity of care.

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

The childminder meets her responsibilities in upholding the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. However, she is less secure in her understanding of the learning and development requirements; particularly assessment of children's learning priorities. Children are well safeguarded because the childminder and her assistant have a strong knowledge of child protection issues. The childminder has attended training in child protection to ensure her knowledge of the signs, symptoms and reporting procedures is secure. She understands what to do should she have a concern about the welfare of a child in her care, who to contact and where to seek advice or support. She ensures that all adults in the household are vetted. The childminder takes emergency contact numbers for children when she goes out and she holds a current paediatric first aid certificate so that she knows what to do in the event of an accident or medical emergency. Appropriate practical safety measures are employed on and off the premises. The childminder carries out suitable risk assessments to help prevent accidents, which are reviewed regularly to take account of children's individual needs. As a result, children are kept safe at all times.

The childminder is keen to develop her skills and confidence in childminding and has a realistic view of the quality of provision she provides. She is eager to develop her knowledge and further her understanding of the Early Years Foundation Stage by attending short courses put on by the local authority and reading childcare articles. These benefit children's learning and care over time. She has completed her self-evaluation process, by evaluating activities she provides for children and by making changes to the play environment. For example, the introduction of the 'play room' to help children have more independent access to resources. However, the evaluation process does not extend to all areas of practice. For instance, planning challenging activities which are consistently precise to identify the learning priorities for children's individual learning needs. Consequently, children make satisfactory, rather than good, progress. The childminder has completed the actions from the previous inspection, although recommendations relating to assessments have not been sufficiently addressed and are still areas for development.

Relationships with parents are strong enough to ensure that children's individual needs are sufficiently well met. They receive suitable information about the childminder's service and their child's development. The childminder keeps parents well informed about the daily activities and care routines verbally as they pick up their children. This provides opportunities for information to be passed between both parties, resulting in good two-way communication to support children's individual needs. The childminder has a sound understanding of the need to liaise with other establishments and professionals, in order to support children and families when needed. The childminder has built links with children's school, and understands what information she needs to share with other early years settings to promote continuity and progression.

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	205980
Local authority	Derby, City of
Inspection number	818038
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	4
Name of provider	
Date of previous inspection	30/04/2012
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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