

Inspection date	06/03/2014
Previous inspection date	02/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 childminder provides a warm and welcoming environment so that children feel safe, secure and happy.
- The childminder provides an interesting range of motivating play experiences, and uses effective teaching methods to support children's development.
- The childminder is committed to reflecting on and improving her practice to continually develop this for the benefit of the children; consequently children make good progress.
- Partnerships with parents are well developed and there are good systems for sharing information that contribute to consistency of care for their children.

It is not yet outstanding because

- The youngest children do not have access to a wide range of everyday and sensory objects with which to explore and experiment.
- There are few cause and effect toys or resources available to help children develop their early information communication and technology skills effectively.

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 activities in the indoor and outdoor areas and eating snack.
- The inspector took account of the views of parents in written documents.
- The inspector held discussions with the childminder throughout the inspection about children's learning, at appropriate times.
- The inspector examined a sample of policies, documents and records of children's learning.
- The inspector checked the childminder's suitability, qualifications and self-evaluation form.

Inspector

Janice Hughes

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, and two children aged 11 and 13 years in Ilkeston, in Derbyshire. All of the ground floor is used for childminding and there is an enclosed garden for outside play. The childminder works daily with an assistant.

The childminder operates all day Monday to Friday, all year round from 7.30am until 6.30pm, during term time and from 7.30am to 6pm during school holidays, except bank holidays and family holidays. The childminder is currently minding six children under eight years at various times, four of whom are in the early years age range.

There are local schools, shops and parks nearby. The childminder takes and collects children from local childcare facilities. The family has three pet rabbits. The childminder has support from the local authority.

What the setting needs to do to improve further

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

- enhance the opportunities for younger children to explore natural resources to enable them to make discoveries through first hand and sensory experiences, for example, through using treasure baskets
- increase the cause and effect toys and resources, so that children can develop their early information communication and technology skills effectively, by, for example providing, battery operated toys or remote control toys.

Inspection judgements

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

The childminder has a positive understanding of the learning and development requirements of the Early Years Foundation Stage. She knows the children in her care well. This is because she gathers relevant information from their parents before the children arrive in her care. She uses this, along with her secure knowledge of how children learn to effectively support their learning and development from the start. She understands that children learn best through play. She provides a wide variety of play activities that motivate and enthuse their interests. The childminder observes and assesses children's learning and their progress to help to ensure they are on track and identify the

next steps in their learning and development. The secure assessment systems means she is able to identify any potential gaps in their learning promptly, and take appropriate steps to address them. They also allow her to complete the progress check at age two accurately and share her findings with parents and other professionals as required. The variety of activities and resources, and the way in which the childminder uses these with children, enable children to make good progress in the seven areas of learning. Children are also effectively acquiring the skills and attitudes to help them in their next stage of learning. The childminder records children's learning in their 'learning journal records'. These contain photographs, observations and termly assessments of children's development. Parents are involved in both these on going records and their children's initial assessments. This means the childminder establishes children's starting points and can track their progress in order to keep parents informed. Activities to support children's development are shared with parents so that children's learning can also be supported at home. Parents comment that they are happy with the progress and the communication they receive about their child's progress.

Children often giggle and babble as they play. The childminder uses good teaching techniques, such as giving good eye contact, which encourage all children, including the very youngest, to make further attempts at speaking and 'finding their voices'. The childminder encourages children's early communication by introducing new vocabulary and repeating words to them. For example, she shows a child a toy wrench, she repeats the word sensitively and the when a child is playing with his tool box she repeats it again. The child picks up the wrench turns to the childminder and says 'Daddy one' holding up the wrench, the childminder smiles and says, 'Your daddy has a wrench'. The child turns and says 'yes, wrench'. The childminder claps at his achievement and the child independently puts the wrench in his tool box. Two-year-old children play with the play telephone and are fascinated by the sound and lights flashing, this helps their early information communication and technology skills appropriately. However, there are no other resources available for children to have a variety of choice to extend this area of learning. The childminder arranges the home environment so children know where to find the toys and equipment want to play with and they confidently go to collect them. This encourages both their independence and active learning. The childminder and her assistant join in with their choices, for instance by reading a favourite book. When doing so, she uses good teaching skills by using vocal expression and encouraging children to join in actions. She makes the story time fun, so both the childminder and children laugh together. Such positive experiences provide children with a firm foundation for the next stage of their early education.

Children become engrossed in their activities because the childminder matches these to children's stages of development so they enjoy them. For example, children show excitement as they use large bricks outside. The childminder encourages them effectively and together they make tall towers. She suggests the children make the towers as big as themselves. She counts with the children and uses words to encourage early mathematics, such as taller, bigger, how many more. Children scream with delight as the tower topples over. This ignites their learning as they quickly start again and count independently as they build. The childminder praises their efforts, with facial expressions and claps, which encourages the children to continue with the activity. This activity is providing an opportunity for children to solve problems and use any gained handling skills they have

learnt, as they pick up the brick and carefully place it on top of another brick without knocking the tower over. Children show determination and concentration as they do this well. It also shows cooperation between the children as they harmoniously work together. Children love being outside. Here, children's movement skills are promoted well. Children use sit-and-ride toys and negotiate the obstacles in the garden efficiently and thoroughly enjoy climbing up and down the climbing frame. Older children investigate in the mud and make tea in the outside kitchen. They talk about the rabbit and watch the birds landing on the fence. All these opportunities help children to develop a good understanding of the world around them. However, overall, there are fewer opportunities for babies and young children to explore natural materials and to make discoveries through handling real objects to help their sensory development and understanding of how things might work. The childminder provides a variety of role play activities that children enjoy. For instance, they like dressing up as builders and doctors. They have tea parties and pretend to make meals together using play food. This provides positive opportunities for children to develop their imagination and act out their experiences through play.

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

Children are confident and happy with the childminder. Her welcoming and comfortable home provides them with a strong sense of familiarity and belonging. Children benefit from secure and trusting relationships with the childminder. These allow children to be relaxed and secure in the childminder's home, where they feel safe to explore and learn confidently. Children's emotional and physical well-being is promoted very well. Children's routines are discussed with parents before they start. The childminder uses a daily diary and has daily chats with parents to ensure she is aware of any changes in children's care needs. The childminder and her assistant are always on hand to support the children in their learning and managing their emotions. The childminder is a positive role model, gentle, caring and sensitive towards the children. She knows their individual personalities well and supports them to feel valued and included. The childminder provides consistent boundaries and gentle reminders for them to share, take turns and be kind. She praises them often to promote children's self-esteem. The childminder promotes positive strategies to encourage good behaviour. For example, she uses distractions and rewards. As a result, the children behave well.

The childminder promotes children's good health well. She implements her healthy eating policy by providing home-cooked, healthy and nutritious meals at lunchtimes. She takes careful account of children's dietary needs to maintain good health. She makes meal times social occasions where children eat together as part of her programme for their personal, social and emotional development. She fosters children's independence by encouraging children to use spoons, feeder cups and finger foods to feed themselves as soon as appropriate ready for the next stage of development. The childminder provides daily opportunities for children to play outside in the garden or local park, so they gain positive attitudes to being outside in the fresh air. The childminder has strict hygiene procedures, making good use of knowledge gained from completing a food hygiene course. Her care routines including hand washing and nappy changing are thorough and keep children safe by preventing cross-infection. The childminder has a good system of risk assessment for all areas of the home and for outings, and which she reviews regularly. Even the youngest

children learn about emergency evacuation and the childminder is committed to keeping them safe.

The childminder provides a comfortable home for children, where they are welcomed and valued. Children can easily access a good variety of toys, which she uses effectively to support most areas of learning. The childminder organises her home so that overall, resources are accessible to children to help themselves to help develop their independence. The childminder makes good use of her local community facilities to widen children's experiences. She often takes children on outings, such as to local toddler and childminding groups. This provides children with a good range of play opportunities. In addition, this supports children well in becoming confident away from their main care setting and effectively encourages their socialisation skills. The childminder has good links with the local nursery and communicates regularly with them if children have shared placements, which helps to support moves between home, childminder and nursery, so promoting consistency of care.

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

The childminder has developed a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She is organised in her practice and attends regular training courses, such as for safeguarding and first aid. All relevant checks have been carried out. The childminder demonstrates a clear awareness of child protection issues and procedures to follow any concern arising. She understands her responsibility in assessing the suitability of those in regular contact with children. This helps to protect children's welfare. She has a secure understanding of the procedures to follow if there is any concern about the welfare of a child. She has a first aid certificate which enables her to know how to respond in the event of an accident. The childminder completes suitable risk assessments of her home and outings and has put suitable prevention in place. She continues to assess identified safety issues on a daily basis. In addition, she regularly updates of her overall risk assessments according to children's developing abilities. This effectively helps to minimise risks to children's well-being.

The childminder seeks the views of parents to help her measure the quality of the service she offers, and take on board any suggestions and ideas they have for areas to develop. She is self-reflective of her practice and identifies how she can make improvements. For instance, she has made use of support from the local authority and seeks further guidance from the local childminding group to help her improve her practice. She has successfully completed the recommendation from her last inspection, to identify children's learning priorities and improve the planning process. Her self-evaluation has led to clear action plans for future development. For example, she wishes to improve even further the already good outside learning environment and the two-way communication with parents. She evaluates the responses and engages in further discussion with parents to understand how to improve even further. These actions demonstrate a positive attitude towards maintaining continuous improvement. The childminder implements the assessment requirements. Assessments on children are accurate, up to date and lead to clear and

appropriate next steps being planned in children's learning. This means that progress is monitored accurately and any additional support can be quickly put in place to meet the individual needs of children who require it.

The childminder works hard to develop her working relationship with parents, and with other professionals. Written comments from parents suggest they are very happy with the care and education offered to their children and they note the progress they have seen since their children have been with the childminder. Parents receive copies of the policies and procedures and the childminder uses text messages, daily diaries, assessments and discussions to keep the two-way flow of dialogue flowing. Parents say that their children 'enjoy their time' with the childminder and 'their children are happy to come'. She also understands the benefit of sharing information on children's development with other providers they attend and initiates on going liaison with them. This actively promotes a continuous approach to their care and learning needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY392449
Local authority	Derbyshire
Inspection number	879153
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	02/11/2009
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
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M1 2WD

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