

Inspection date	12/03/2014
Previous inspection date	20/01/2009

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 develops an environment in which children are motivated and challenged to make progress in their learning and development. This helps them to acquire knowledge and skills to support them through the next stage of their learning.
- The childminder offers daily opportunities for the children to learn about and develop positive attitudes to their physical development.
- The childminder works successfully with parents to support children's ongoing progress.
- Children develop close attachments to the childminder. This is because she spends good quality time supporting them in their activities and she uses positive praise and encouragement throughout the day.

It is not yet outstanding because

- There is scope for the childminder to enhance her already good partnerships with parents, for example, by encouraging them to share relevant information with other professionals, such as health visitors.

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 looked at a selection of policies, procedures and relevant documentation, including the learning records and observations of children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the childminder playing with the children indoors and outdoors.

Inspector

Ann Hume

Full report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the small village of Bircotes near Doncaster. The premises can be easily accessed and the whole of the ground floor and the toilet facilities on the first floor of the premises are used for childminding purposes. There is an enclosed garden for outside play. The childminder visits local attractions, parks and the local children's centre on a regular basis.

There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year, providing care from 7am to 7pm, Monday to Friday. She is a member of the Professional Association for Childcare and Early Years and the Nottingham Childminder network. She holds an appropriate early years qualification at level 3. The childminder cares for children with English as an additional language.

What the setting needs to do to improve further

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

- improve the good partnerships with parents to further support children's health, learning and development, for example, by encouraging them to share information from the progress check at age two years with health professionals.

Inspection judgements

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

Children are happy and settled in this warm and caring environment. The childminder has a good knowledge and understanding of how to promote children's progress in all seven areas of learning and development. She has effective systems for observation and assessment in place. The childminder uses the information gained well, to help her identify all children's stages of development and plan for their next steps in learning and prepare them for school. This means that she can identify any gaps in their learning and provide additional challenge for those children not at the expected level of development for their age group. Thorough assessment of children's abilities means that the childminder can plan interesting and exciting activities, which build on what individual children know and can do. The learning records for each child contain clear observations, both written and photographic, of previous learning experiences. These give details of the progress the children make and information provided in written form by parents show how they contribute regularly to the learning records regarding achievements children make at home. The childminder produces monthly reports for parents about the progress children make while in her care. This enables parents to contribute and to develop home links. It

also helps the childminder to gain an understanding of the entire child, their skills, abilities and interests outside of her setting. The progress check at age two years is completed effectively, identifying the children's stages of development accurately and giving comprehensive information about children's progress. However, parents are not sufficiently encouraged to share this information with other agencies, such as health visitors, to ensure that children receive any intervention or additional support they may need.

Children develop good physical skills as they play in the garden, visit activity centres and a local wildlife park. The childminder provides good support for younger children when they try to roll the hoop across the garden as she shows them how to hold it and then push it. They chase after it and clearly enjoy the interaction as they laugh and get excited at trying it again. Children are also supported to develop fine motor skills as they carefully put compost into small pots and then plant two beans or pea seeds into each pot. They learn about nature and growing as they discuss the activity and recall previous vegetables they have grown and tasted from their vegetable garden. The childminder encourages children to develop mathematical skills through counting objects, singing rhymes and reading books. The environment is rich in number, shape and colour representation. She supports children with English as an additional language effectively through the provision of a wide range of resources, such as, books, posters, small world toys and puppets. Parents also bring resources from their country of origin to support their children's learning and development. One parent is a gourmet chef and often brings samples of Polish food he has cooked. For example, he recently brought some traditional Polish pancakes to celebrate pancake Tuesday. This gives children the opportunity to explore cultures, foods and traditions and gives children a sense of belonging.

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

Children form warm and secure attachments with the childminder, which helps them to move with confidence between their home and the setting. They say that they want to stay longer when parents come to collect them. This also provides the opportunity for parents to spend time at the setting and contributes to the development of strong partnerships and trust that shows children she is safe to be with.

Children are offered regular drinks and provided with healthy snacks. The childminder acts as a good role model. For example, she reinforces hygiene procedures by talking to children about washing her hands after she has handled the compost in the garden and discusses the importance of this. Children wash their hands prior to snack and lunch time and after engaging in messy activities.

Safety of children is important to the childminder. She has stair gates, smoke alarms, child-height storage and furniture, all of which helps the children to develop independence and self-help skills. Risk assessments have been undertaken helping her to minimise potential hazards. Daily risk assessments for equipment, resources and the environment are completed to ensure they are safe for the age group of children she is caring for. The childminder consistently reinforces health and safety messages. For example, when children use a watering can to pour water on the slide, the childminder asks them what

might happen when the slide is wet. Children say 'slippy'. The childminder then asks children what they need to do. Children respond 'be careful'. The childminder stays nearby and watches the children as they slide down the slide. There is a sense of achievement from the children as they successfully navigate the slide without incident. Children thrive in the childminder's care as a result of positive attention and interaction, along with the safe, secure and stimulating environment and experiences she provides. The childminder has clear boundaries in relation to behaviour management and is consistent in reinforcing these with the children. This enables children to understand the concepts of right and wrong and supports them in their personal, social and emotional development and ensures they are well prepared for the move onto school.

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

The childminder has a clear understanding about the importance of safeguarding children. Clear policies and procedures are shared with parents and are reviewed regularly to ensure the smooth management and running of the setting. The childminder has successfully completed a paediatric first-aid certificate. This means that the childminder can administer appropriate emergency care in the event of an accident and ensures that children are protected while in her care.

The childminder understands her responsibilities to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This has had a positive impact on the quality of provision. She has effectively addressed the recommendations raised from the last inspection, for example observations, assessment and planning are now a particular strength and support children's learning and development well. She regularly seeks feedback through questionnaires from parents. She encourages them to share their views and the views of the children on the service provided and the progress children are making. The childminder forms strong partnerships with parents. However, partnerships with other services and providers could be further developed to ensure information is shared in relation to children's learning and development.

The childminder is experienced, has a relevant qualification in early years and is a member of the Professional Association for Childcare and Early Years. She also attends the Nottingham Childminder Network group. This supports her to secure further knowledge and understanding for the continuous improvement of her practice and to develop her service. Reflective practice and ongoing evaluations help the childminder to develop and maintain a high quality service for children and their families.

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	EY103957
Local authority	Nottinghamshire
Inspection number	819500
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	20/01/2009
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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