

Inspection date	25/02/2014
Previous inspection date	02/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Established relationships and attachments are warm and secure between the children and childminder. This is because the childminder works flexibly and sensitively with parents to suitably meet children's ongoing and changing needs.
- Children are safe because the childminder has a secure knowledge and understanding of safeguarding practices.

It is not yet good because

- Children's progress is not consistently supported because the childminder has not maintained training to further enhance her skills and knowledge with particular regard to the prime and specific areas of learning.
- Sometimes children are not always able to independently access more toys because the childminder stores them in other areas of the home which are out of reach for children.
- The complementing of children's learning is not maximised because the childminder does not always use robust ways of linking with teachers to share information so that children make continuous good progress.

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 spoke with the childminder and interacted with children at appropriate times throughout the inspection within various rooms of the childminder's home.
- The inspector sampled a selection of documentation, medication records, suitability records, safeguarding policy, risk assessments, car details, written policies and procedures and other required records.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents previously discussed with the childminder.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 2011 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 seven months and four years in Bestwood, Nottingham. The whole ground floor of the house, the first floor bathroom and the rear garden are used for childminding. The family has two pet cats and two goldfish.

The childminder attends a toddler group every week and visits the shops, library and park with children on a regular basis. She collects children from the local 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 7.30am to 6.30pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- reflect on different ways to increase knowledge and understanding of the prime and specific areas of learning so that children are best supported to make good progress towards the early learning goals.

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

- review the ways toys are stored to enhance children's independence skills when making further choices in their play
- maximise links with teachers regarding complementing children's learning and set clear targets so that children make continual good progress.

Inspection judgements

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

Children's progress is suitably supported. Useful information is gathered from parents from when their child first starts to help the childminder then plan relevant activities for individual children. The childminder, however, does lack some secure knowledge regarding the prime and specific areas of learning, which impacts on the consistency of children's progress. For example, she has not embedded her knowledge of the seven areas of

learning within the prime and specific areas which link to children's all-round development. However, in practice the childminder has some good teaching skills which enhance children's development. For example, during a construction activity, she asks children open-ended questions by modelling thinking. She engages children well as they show enthusiasm to find bricks of the same colour, which enhances their mathematical skills. They show good levels of enthusiasm and interest and are happy to have a go exploring the range of colourful bricks. They point out and collect a selection of yellow bricks and are motivated to attempt to find more bricks of a different colour. However, the childminder is less confident in her knowledge to relate to the areas of learning regarding this activity to children's development. As a result, children are making satisfactory rather than good progress from their starting points.

The childminder knows the children well. She is familiar with where to take them in their next steps by describing various activities she has already planned. For example, children are learning numbers up to five but she paces children's development to their appropriate level, such as with younger children who are involved in counting up to the number three. She involves children in counting rhymes and counting bricks to consolidate their understanding. The childminder understands the importance of completing regular observations, which are either spontaneous or planned to track and monitor children's progress. These are sometimes recorded in children's own scrapbook files and are shared with parents. This also helps parents keep up to date with how well their children are developing and what activities they have been involved with inside and outdoors. She also places photographs of children involved in activities, bringing to life what children have done while in her care. The childminder also provides suggestions for parents to continue their child's learning at home by sharing ideas and activities that children have shown an interest in. The childminder helps children in their readiness for school by providing some activities to support their independence skills. For example, she enhances children's self-care routines by encouraging them to put on their own coats and shoes and wash their hands independently. Additionally, she supports children's language and speaking skills well by using phonics to help them recognise letters as well as pronounce them and their sounds correctly.

Children have fun with the childminder. They show good levels of confidence as they explore toys in the room. They particularly enjoy construction activities and the childminder provides enough bricks, enabling children to create their own designs. The childminder sits on the floor with children engaging them in conversation. Children openly talk about home events and the childminder skilfully relates this to what the children are building. Children show enthusiasm and want to have a go sharing their ideas, such as building a princess house. Children explore the programmable toys, pressing buttons and understanding that when they do this, lights flash and music plays. They repeat this task showing enjoyment by smiling and by continually having a go. Children move around the home with ease and confidence. They show appropriate levels of development in their physical skills and manoeuvre themselves carefully around the furniture.

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

The childminder understands the importance of finding out as much information about the children when they first start with her. She gathers a varied range of information from parents, which is then used to plan play pertinent for individual children, such as ensuring they have toys relating to their interests. This helps children settle quickly and form secure attachments with the childminder. However, some aspects of her knowledge regarding the understanding of the areas of learning impacts on the children's overall progress. The childminder is warm and caring and understands the importance of positively interacting with children at their level. For example, she sits on the floor with children supporting them physical and verbally during a construction activity. Children respond well, evidencing their enjoyment and feeling comfortable with the childminder. Additionally, the childminder works mostly well with teachers to help children settle during their transitional time from her care to moving on to school. Children feel safe to explore because the childminder ensures that the area is safe for them and that some appropriate and well-maintained toys are within their reach. However, some toys and resources are not as readily available to enhance further and extend children's choices in their exploratory and independence skills. This is because the childminder stores the toys in another room and they are not easily accessible.

Being outside part of the children's daily routine, such as visiting the park or shops. This helps children learn that exercise is fun and also promotes their health. Children are offered a variety of meals from snacks to cooked meals. The childminder adheres to their dietary requirements as discussed and agreed with parents beforehand. Children enjoy healthy snacks of fresh fruit and a drink. Children are cared for in a clean, safe and well-maintained home. They appropriately learn about keeping safe and staying healthy by participating in daily routines and tasks. The childminder is a positive role model and sensitively reminds children of the importance of washing their hands to stop germs from spreading before they have snack. Furthermore, she ensures that children do not access the cat food because she completes a risk assessment and removes the food out of the children's reach. She also reminds children that when they have touched the cat they need to wash their hands again to stop germs from spreading. Children learn about keeping safe because the childminder talks to them about possible dangers around them. For example, during baking activities children learn about the oven being hot and how this is dangerous if they touch it. Children are happy, settled and behave appropriately. The childminder uses positive words, such as 'well done', which builds upon children's good self-esteem.

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

Children are safeguarded well. This is because the childminder has a secure understanding of her role and responsibility to protect children. She is confident and knowledgeable of what to do should she have any concerns regarding a child in her care. She keeps up to date with current practices and requirements by reading and familiarising herself with relevant documents. Children are closely supervised by the childminder, both inside and when on outings, such as during visits to the park. The childminder understands the importance of ensuring all adults working or living in the household are suitable and is clear not leave children with anyone who is not vetted. Furthermore, the childminder

undertakes daily risk assessments to ensure that all areas where children play are safe and suitable. For example, bedroom door locks are in place to ensure when children visit the bathroom on the first floor they do not access the bedrooms. Also, the front door is locked, ensuring that children are unable to leave the home without an authorised adult, and visitors are unable to gain access. All required records to meet the welfare requirements for the Early Years Foundation Stage are in place and are accurately recorded. For example, if required, all medication is recorded correctly, obtaining parents' signatures prior to administering medication and afterwards acknowledging that they have received such information. This enables all those in the care of the child to monitor the child's health and medical needs appropriately. This promotes children's health and safety. Further records are also organised well and stored securely. Any significant events are reported to the regulatory body because the childminder understands her responsibility to do this. For example, after having her baby she informed the necessary organisations of the birth and addition to the household members. The childminder shares records in a confidential way because she only shares information with parents about their own child. A good range of written policies and procedures underpin the running of the service the childminder provides.

The childminder generally reflects well on the service she provides. However, the methods used to increase her knowledge and understanding of the prime and specific areas of learning are not secure. This impacts on ensuring that she provides clear and consistent practice in supporting children in their learning and development progress. The childminder has, however, securely addressed a previous action from the last inspection. She ensures all areas where children access are safe and all potential hazards are minimised to them, with particular regard to bedrooms. The childminder observes how children play with toys and uses these observations to assess how children are enjoying the activities and experiences. This supports her in monitoring the educational programmes to ensure children are offered a suitable balance of learning opportunities appropriate for their age, ability and interests. She also talks to parents about the service she provides and values their contributions, which enables her to implement any actions to make improvements.

The childminder works flexibly and sensitively with parents. She accommodates their working patterns and personal needs. For example, sometimes she collects children from their home rather than the parents dropping off their child at her home. This limits the time some children have to take when travelling to the childminder's home because they have several modes of public transport to take. The childminder holds daily discussions with parents and keeps updated with their child's progress and care needs. She also shares changes to any policies and procedures, which helps them understand about the service the childminder offers. Overall, partnerships with parents are positive. The childminder works suitably well with other professionals. However, the complementing of children's learning is not maximised because the childminder does not always use robust ways of linking with teachers to share information so that children make continuous good progress. Sometimes she focuses too much on the care needs of children rather than the child's next steps and targets in their learning. However, the childminder understands the importance of linking with other professionals should she have any emerging concerns following on from completing a formal assessment, such as the progress check at age two.

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	EY431021
Local authority	Nottingham City
Inspection number	951470
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	02/04/2012
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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