

### Inspection date

19/03/2014

Previous inspection date

Not Applicable

### The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Teaching is good because the childminder makes detailed observations and assessments of children during their play and she plans effectively for their future learning needs. As a result, children are making good progress.
- Children are effectively safeguarded as the childminder is knowledgeable about child protection issues and risk assessments contribute to children's safety in the home.
- Strong partnerships are in place between parents and the childminder. Children relate well to the caring childminder. Consequently, children settle and form secure emotional attachments which enables them to feel confident in their surroundings.
- An effective evaluation process shows the childminder is clearly aware of the strengths of her practice and any areas to be developed.

#### It is not yet outstanding because

- Younger children's sensory skills are not maximised because some resources, such as treasure baskets and natural resources, are not as readily available for them to explore.
- There is not yet a wide range of opportunities for children to further develop positive attitudes and challenge negative attitudes and stereotypes by being given opportunities to learn about different cultures through festivals and celebrations that reflect the diversity of the wider world.

## 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 lounge and kitchen areas.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.  
The inspector looked at children's learning journey records, planning documentation,
- the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the childminder and all household members over 16 years.  
The inspector took account of the views of parents via talking to some parents
- during the inspection, comments from the childminder's recent parent questionnaires and written references.

## Inspector

Sue Riley

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a semi-detached home in Newark. Care is generally provided on the ground floor. There is a toilet, bathroom and sleep provision on the first floor. Enclosed gardens to the front and rear are available for outdoor play. Overnight care is also provided. The childminder attends a toddler groups and activities at the local children's centre. She visits the library, shops and park on a regular basis. She takes and collects children from the local schools and nurseries. There are currently 12 children on roll, of whom, 11 are in the early years age group and all attend for a variety of sessions. The childminder currently supports children with special educational needs and/or disabilities. She provides care all year round, every day and all day, only closing for family holidays. The childminder 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:

- increase and make more available the already suitable range of toys for the younger children to explore using their sensory skills, for example, treasure baskets
- increase opportunities and experiences around different cultures, festivals, and celebrations to help children gain a better understanding of the wider world.

### Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and therefore promotes children's learning and development well. Effective planning and good organisation ensures that every child is challenged by the learning experiences provided. The childminder observes children during activities and makes sound assessments of their abilities. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. They make good progress in their learning and development and are well prepared for their next stage in learning. The childminder demonstrates a good understanding of how to engage children and capture their interests. She offers a warm and welcoming environment in which children can learn and play. This helps them to feel valued, safe and happy and empowers children to make their own decisions. This results in children being enthusiastic learners and concentrating for age appropriate periods of time at their chosen activities. Children with special educational needs and/or disabilities are included, their aspirations for their achievements are relevant and appropriately

challenging, and they are given strong support from the childminder.

Teaching is good as the childminder sensitively supports children and extends their thinking through talking to them and role modelling how to play with the resources. Children begin to explore vocabulary because the childminder talks with them consistently about what they are doing and encourages them to respond to her. The childminder is actively involved in children's play and she interacts with them very well. She demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. The childminder observes children's learning and records her findings in their 'learning journeys'. She successfully uses the information to identify children's learning priorities and makes plans to ensure children make as much progress as they can towards all the early learning goals. 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 demonstrates a good awareness of the progress check at age two. She understands how to involve parents in the process so that they can share what they know about children's learning. The indoor and outdoor play environments are stimulating and enable children to follow their own interests.

Children are making good progress in their learning. The childminder understands that children learn best when they are active and through purposeful play. Consequently, children are thoroughly motivated and active learners. Children are friendly and confident to initiate conversations with unfamiliar adults. They select their own resources and activities. Children are eager to carry out small tasks and are happy to receive the praise given for helping. When playing a game the older children are aware of waiting to take their turn. Children enjoy listening to stories and recall the story as the childminder ask questions about what happened. They relish singing songs and moving to the music. The younger children move their bodies to the music and the older children beat the instruments to the rhythm of the songs. In the morning, children draw flowers in the garden with the chinks; they later draw flowers using pencils and crayons and recall how they drew the flowers with support from the childminder. Support is given to the older children in helping them to write their own names. Children demonstrate a love of books as they freely access them and eagerly take them to the childminder to read them the story. When counting the childminder encourages children to touch the object to help them count correctly and in order. Older children, when choosing a piece of fruit for their snack, check the size of all the pears in the fruit bowl until they know they have the smallest pear. The children in the morning made some homemade biscuits and later they consolidated this learning as they role played this baking experience with the play kitchen items. The younger children, when placed in the highchair for their breakfast, moved their whole bodies excitedly as they noticed their food. Routines, such as snack time, are carefully managed to ensure children have opportunities to become deeply involved in their tasks and follow their own ideas through as they play without being interrupted. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

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

Children form secure bonds with the childminder, which promotes their well-being. She liaises with parents to gather useful information in order to get to know children's interests and establish children's individual care routine from home. For example, children bring their own comforter for sleep time, which helps the child to go down to sleep as they have something that is familiar to them. This supports consistent care and promotes a smooth move from home to the setting. The childminder is flexible with their care routines. For example, babies sleep and eat to suit their own routines not the childminder's timetable. Children are happy, settled and demonstrate good levels of confidence because the childminder has developed close and caring relationships with all the children. They enjoy cuddles as they sit close by the childminder and listen for a story. Children display good behaviour because the childminder uses age-appropriate strategies to support this. They are given clear boundaries and the childminder explains to children why their behaviour is unacceptable. The childminder acts as a good role-model and consistently offers praise and encouragement, which helps to promote children's self-esteem and confidence. Children demonstrate that they feel secure and form good emotional attachments with the childminder. The childminder ensures that every child understands the needs of others and why they must behave differently to various age ranges or educational/learning levels. For example, she explains about being gentle with babies because their bodies are fragile and explain why so that each child understands the concept.

Children learn about keeping safe as they take part in regular fire evacuation drills. The use of appropriate safety equipment, such as cupboard locks and risk assessments ensures children are able to explore and investigate their surroundings safely. The childminder makes sure that daily opportunities are included to learn about safety. This supports their feelings of security and self-confidence. When out and about in the community the childminder reinforces road safety and stranger danger. The childminder has a positive attitude to equal opportunities and welcomes all children and families into the home. Children have some opportunities to learn about other cultures and beliefs as the childminder provides a range of resources to reflect today's diverse society. However, the childminder does not provide activities and experiences for children to learn about different cultures and their celebrations or special festivals. This does not help to enhance children's learning in order for them to value and respect others and to challenge inappropriate attitudes and practices. Children have opportunities to explore the community around them, as they go out and about to different local places. They benefit from visits to toddler groups which enable them to develop confidence in new experiences and to help them socialise.

The childminder promotes a healthy lifestyle because children have regular access to exercise and outdoor play along with healthy meals and snacks. Children are learning to be active because they have plenty of opportunities to visit local woods, the park and take part in regular walks to the shops and to school. This ensures children have access to fresh air and exercise. The childminder encourages healthy eating and informs children about why this is important and they discuss which foods are healthy and why and what the benefits are. They also discuss how not so healthy foods are okay in small doses and why it is that they are not so healthy. The children help with the preparation of the meals and do lots of baking activities. The childminder supports children with transition to their next stage as she is aware to work closely with the nursery and school staff. For example, development records are shared so the new setting has a secure knowledge of where the

child is in their development. The childminder is aware to provide activities around moving on to their next stage to help the child become familiar with the new setting's routines.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and implements these appropriately to promote children's safety and well-being. She has completed safeguarding training and has a good awareness of the signs and symptoms, which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. Children are safe and secure within the setting as the childminder identifies and takes action to reduce the risk of potential hazards. The childminder is mindful of having visitors to her home and she checks their identity and supervises them at all times. Children are secure in the home, enjoy their play and learning and are confident. Consequently, children have a positive experience that forms a base for continued development. Relevant records are kept and well maintained, such as, accident and medication records. The childminder has suitable policies and procedures, which she effectively implements to help her run her service.

The childminder has a good understanding of her role in meeting the learning and development requirements. She undertakes detailed observations and assessments of the children in her care, identifying their next steps for learning. The childminder uses this information to inform planning of activities to ensure that children make good progress towards the early learning goals. She regularly reviews and monitors children's progress records and planning documents to ensure she offers a broad range of activities across all areas of learning. This means that she is able to check they are developing in line with the development milestones appropriate for their age. The childminder demonstrates a positive approach to improving her professional development in order to enhance the learning, development and care of the children in her setting. She attends regular training and meets with other local childminder's to improve her own knowledge and understanding around caring for children. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. The childminder reflects on her practice taking into account the views of parents and children. For example, she now takes children swimming at the request from a parent. She ensures that the environment is warm and welcoming to children and has resources readily available for them to make their own choices. However, some toys and resources, such as natural resources and treasure baskets are not always readily available to enhance further the younger children's exploratory and sensory skills.

The childminder maintains a good two-way flow of information with parents and carers via her developmental recording system, daily discussions and regular meetings. This ensures both parties are fully aware of the child and their needs. Relationships with parents are very well established and the childminder fully understands the benefits of working in close partnership with other providers of the provision that children may attend. This ensures all adults have a shared and agreed view of children's individual needs and

ensures the progression of children's learning. Parents inform the childminder of their children's needs at the beginning of the placement and regularly discuss their children's learning priorities identified at home and within the setting. Parents speak very highly of the childminder. They state that the childminder is genuine, responsible, kind, knowledgeable and passionate about caring for children. Parents comment that the childminder always follows their requests and the children's individual routines. They state that they have been made to feel completely relaxed in her home and she provides healthy homemade meals and teaches the children the values of nutrition, vitamins and minerals. Parents state the childminder does a fantastic job in caring for their children; she goes the extra mile and does it with a smile.

### **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>     | EY469383        |
| <b>Local authority</b>             | Nottinghamshire |
| <b>Inspection number</b>           | 937520          |
| <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>  | 12              |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | not applicable  |
| <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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