

Inspection date	20/03/2014
Previous inspection date	09/10/2009

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 has a good understanding of her responsibilities in meeting the welfare and safeguarding requirements. As a result, the safety and well-being of children is actively promoted.
- Detailed observation and assessment of children's learning and development covers all seven areas of learning. As a result, children are making good progress and developing skills for future learning.
- The childminder provides a good range of resources, which children freely choose from making decisions about their learning.
- The childminder has established an effective setting that she manages well in order to meet children's needs. Children settle quickly showing they feel confident and secure with the childminder and her family.

It is not yet outstanding because

- The childminder does not always maximise opportunities to involve all parents in their children's learning and development to help them to fully support their children at home, in order to further enhance children's 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 observed activities, spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector took account of the views of parents and carers as discussed with the childminder.

Inspector

Tina Garner

Full report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her family in Mapperley, Nottingham. The whole of the downstairs of the property is used for childminding. An enclosed garden is also used for outdoor play. The family have a dog and five cats. The childminder attends a toddler group and activities in the local community. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all of which are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- increase the ongoing dialogue about observations of children's learning and development with parents and use this shared knowledge to plan together and think through ideas of how to move each child forward in their progress towards the early learning goals.

Inspection judgements

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

Children are cared for in a welcoming home where resources are organised well to meet their needs. The childminder has an effective knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. She uses this to plan activities that match closely to children's stages of development and are linked to their particular interests. These include visits to parks, toddler groups and sure start activity sessions; experiences which help to support the good progress children make in their learning and development. Robust observation and assessment systems are in place to monitor children's progress across the seven areas of learning and clearly identify what they need to learn next. This supports children's development as they move onto the next steps in their learning. Parents are invited for regular meetings and good levels of information is shared about their children's daily routines and activities through a range of appropriate methods. However, systems to encourage parents to share information about children's achievements at home are, in some cases, less well established to ensure children's learning and development is entirely enhanced. The childminder has secure systems in place to carry out the progress check at age two.

Children learn through play and exploration. The childminder spends the majority of her time sat on the floor with children, which enables her to interact with young children at

their level and support their personal and social skills. She provides them with a varied range of sensory play experiences and gives good quality support. For instance, they enjoy junk modelling, painting and collaging. The childminder supports children's listening skills by providing musical activities, singing along to rhymes and encouraging children to join in action songs. They have access to a wide range of books, which they access independently and also enjoy looking at with the childminder. This enhances children's early literacy skills and provides them with opportunities to see pictures and learn about the wider world. The childminder encourages children's communication skills through effective interaction. She talks to children, commenting on what they are doing and asks questions to encourage their thinking and exploration. The childminder speaks clearly which encourages younger children to copy words that are new. This demonstrates that children are well supported in their language development. Children's good progress across the seven areas of learning means they have the necessary skills needed for the next stage in their learning, including readiness for pre-school and school.

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

The childminder obtains useful background information from parents when children start with her, so that she understands their welfare needs clearly and can maintain routines. Positive and caring relationships established with the childminder means children are emotionally secure, learn to behave well and are confident to play happily. Children are friendly and show an interest in what is happening around them. The childminder help children become confident with different situations when they try new activities and join various play groups within the local community. These help children to build their social confidence in preparation for when they attend other care settings, such as, pre-schools or school.

The childminder manages her time well to ensure that all children get plenty of individual attention and learn about others' needs. Clear and consistent boundaries and high expectations for children's behaviour have been established. As a result, children are learning to be sensitive and considerate of others. The childminder recognises children's achievements and provides plenty of praise for their good behaviour. This positively reinforces children's understanding of the expectations and boosts their self-esteem. The home is well organised to stimulate children's learning. The living room is a bright and welcoming space. Toys are accessible to children around the room and they develop independence, choosing what they want to play with.

The childminder teaches children about good health and safety. For example, children learn to keep safe, by joining in the fire drill practices and discussing road safety. Their health is enhanced, as they enjoy eating a selection of healthy snacks and freely access drinks throughout the day. Regular outings to the local park and local children's activity centres enable children to be active and develop their physical skills. Children's independence is encouraged through providing opportunities for them to do things for themselves. For example, children are encouraged to put their own toys away, visit the toilet independently and put their own coats and shoes on before going out.

The effectiveness of the leadership and management of the early years

provision

The childminder has a strong understanding of her responsibilities towards the Early Years Foundation Stage, providing a safe, welcoming and stimulating environment for children to enjoy. She has a secure knowledge of safeguarding and is confident with the measures to take should she have any concerns about children within her care. A range of comprehensive policies and procedures provide a clear focus on children's welfare. The childminder ensures that all parents receive copies of this documentation. All necessary permissions to support children's well-being are in place. Records for medication, accidents and attendance are thorough and regular emergency evacuation drills in case of fire further ensure children's safety. The childminder has good processes for risk assessment in place, including for when she take children to the local shops or amenities.

The childminder efficiently implements and monitors the educational programmes to ensure children make good progress. She ensures that her practice is fully inclusive to support the needs of children who attend the setting. The childminder has attended all relevant training and has effective systems of self-reflection, which clearly identify the setting's strengths and areas for future development in order to improve outcomes for children. Recommendations made at the last inspection have been successfully addressed.

Partnerships with parents are strong overall because they are kept well informed about their children's progress and well-being through the daily diary system, and the sharing of children learning records. Parents are pleased with the quality of the provision and say how much their children enjoy attending because of the interesting and exciting range of activities provided for them. The childminder understands the importance of working in partnerships with external agencies and other settings to support children's learning and development. This demonstrates the childminder's firm commitment towards continuous improvement and working in partnership. Overall, a good overview of the curriculum is maintained to ensure children progress to the early learning goals in readiness for school.

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	EY367927
Local authority	Nottingham City
Inspection number	878549
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	09/10/2009
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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