

Inspection date

21/03/2014

Previous inspection date

19/01/2012

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 and secure and their emotional needs are catered for efficiently.
- The childminder is teaching children effectively through their play and supports their ideas and learning well, especially when promoting their creativity.
- 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

- Children's opportunities to learn about mathematical concepts through everyday routines, so that they can increase their mathematical skills effectively, are not always seized upon.
- The childminder does not routinely use her outdoor area to provide opportunities for children to observe and investigate a wide range of aspects of the natural world, such as growing plants to observe change.

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 held discussions with the childminder and her co-childminder and spoke to children.
- The inspector took account of the views of parents in written documents.
- The inspector observed children in their play.
- The inspector held a joint observation with the childminder.
- The inspector discussed the children's learning and progress with the childminder.
- The inspector checked the childminder's suitability, qualifications, policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She works with a co-childminder, who is her sister, from her sister's home in Derby. The whole ground floor of the house is used for childminding. There is an enclosed garden for outside play. The co-childminder's family has a pet dog.

The childminder provides care all year round, Monday to Friday between 8am and 6pm. There are currently 11 children on roll, of whom six are in the early years age range. The childminder attends local toddler groups on a regular basis. She has a level 3 early years qualification and is a member of the Professional Association for Childcare and Early Years. The childminder receives 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:

- increase children's opportunities to learn about mathematical concepts during daily play and everyday routines so that they can expand, for example, their knowledge and understanding of space, shape and measurement
- extend the range of activities and experiences provided during outside play in the garden to allow children to carry out investigations of the natural world.

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 provides a good range of interesting activities which children can easily access for themselves, promoting their independent learning from an early age. This arrangement helps prepare children for the next stage of their learning. The variety of activities and resources, and the way in which the childminder uses these, enable children to make good progress in all seven required areas of learning in the Early Years Foundation Stage. The childminder knows the children in her care well. This is because she has taken time to find out relevant information from their parents before they start. She uses this, along with her initial assessments, to inform her starting points and provide activities that are of interest to the children. As a result, they settle quickly into the childminder's care. The childminder continues to teach, observe and assess the children's learning and their progress. This helps to ensure they are on track and enables her to identify the next steps in their development. The

childminder shows a good awareness of children's stages of development. She plans clear next steps for their learning, which means all children make good progress because learning builds on what they already know, can do and understand. The secure assessment systems mean the childminder is able to identify any potential gaps in children's learning promptly and take appropriate steps to address them. They also allow her to complete the progress check at age two, which she shares with parents. The childminder records children's learning in their 'learning journey' records, which she shares with parents. These contain photographs, observations and assessments of children's development. Parents are involved in their children's learning from the start and activities to support children's development are shared with parents so that children's learning can also be supported at home.

Children become engrossed in their activities because the childminder matches these to children's stages of development so they enjoy them. Her secure knowledge of child development means she is also able to allow children to initiate their own play and provide appropriate levels of support, interaction and intervention when needed. She teaches well and provides clear explanations about what the children are doing. This helps to extend children's learning in all areas, especially their creativity. For example, children show delight when they become involved in the planned creative activity. Children use a wide range of resources to create their pictures. They pinch glitter, use cellophane to look through and spread glue effectively. They chat about making patterns and drizzle the glue to create their pictures and express their ideas. The childminder promotes their language development and vocabulary well. She listens to their ideas and needs, and provides language to develop their understanding further. The childminder joins 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 show great excitement playing with toys. For example, they move the dial on a toy telephone or push a musical car along the carpet. In addition, they are fascinated when they build towers and put objects 'on top'. This helps children develop their hand-eye coordination and handling skills. Children learn to explore objects of different weights and sizes with great interest as they put them in and out of the baskets in planned activities. These activities promote children's awareness of early mathematical concepts, such as space and size. However, the childminder does not always use everyday opportunities to develop children's mathematical skills. For example, counting throughout the day or making comparisons relating to shape. Children love being outside. They have opportunities to be outside daily, which encourages their physical development. They climb, balance and jump in puddles. To extend children's movement skills they visit the local park. Here they experience larger equipment and begin to take risks, which helps to build their confidence. However, in the garden there are fewer opportunities for children make discoveries through handling real objects, to investigate and explore the natural environment as well as possible. For example, through growing things and examining insects. The childminder provides a variety of role play activities that children enjoy. For instance, they like dressing up as fire fighters and princesses. 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 settled and happy with the childminder. They benefit from strong and trusting relationships with her. These allow children to be relaxed and comfortable in their surroundings and help them feel safe and secure. Children demonstrate that they are confident. They smile at the inspector and happily go to the childminder for cuddles and reassurance, which helps their emotional well-being. Children's routines are discussed with parents before they start. The childminder uses a daily chats with parents to ensure she is aware of any changes in children's care. The childminder is always on hand to support the children in their learning and managing their emotions. She knows children's individual personalities well and supports them to feel valued and included. Children learn to be kind and to think of each other because the childminder leads by example. She is a positive role model as she talks gently and quietly to the children and gets down on the floor to play with them. She uses spontaneous opportunities to teach positive behaviour. For example, when a child takes a toy off another child, she plays a 'taking turns' game and this reinforces the early rules of cooperative play and good behaviour. These sensitive and supportive interactions demonstrate the childminder's ability to promote good behaviour appropriate to each child's age and stage of development.

The childminder organises the environment so that resources are accessible to children to help themselves. She offers a varied range of different toys, suitable to the ages and stages of development of the children she minds, in a calm and interesting indoor environment. She makes good use of the different spaces during the day to support children's routines and play needs. The childminder follows good hygiene procedures. Her care routines are efficient and thorough and keep children safe by preventing cross-infection. The childminder makes good use of her local community facilities to widen children's experiences. Children attend sessions at the local children's centre, for example, which provide a different range of activities and a larger social group. This helps children to prepare for the move from the childminder because they socialise with other children away from the childminding environment. The childminder has good links with the other establishments used by children in her care. She communicates regularly with them if children have shared placements, which helps to support moves between home, the childminder and nursery, promoting consistency of care.

The childminder supports children's health and safety well. She works closely with parents so that any meals they provide are healthy and nutritious. She supports this with healthy snack options and access to drinks of water throughout the day. The childminder uses opportunities, such as matching games, to talk to children about healthy foods as they play and help them recognise healthy food groups. She makes mealtimes 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, so they gain positive attitudes to being outside in the fresh air.

Children enjoy daily opportunities to be physically active. This helps them develop control and coordination of their bodies and to begin to understand the affect exercise has on them. From a young age children learn boundaries and expectations for safe play. The childminder provides them with clear messages as they play, so that they learn about being careful when playing with the toys and tidying away toys after they have used them, in case they trip and hurt themselves. This helps children adapt their behaviour and remain safe as they play. The childminder supports this with clear instructions about being safe on walks and road safety. Children learn about emergency evacuation as they practise the fire drill. This aid children's understanding of how to keep themselves safe.

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

The childminder has a good knowledge and understanding of the learning and development and the welfare and safeguarding requirements of the Early Years Foundation Stage. She has a secure knowledge of child protection issues and the action to take should she have a concern about a child in her care. Training and written policies support her in protecting children from harm. All relevant checks have been carried out to ensure she is suitable to care for children. She maintains comprehensive written risk assessments for the premises and outings so that she is clear about safety procedures. She has a first aid certificate which enables her to know how to respond in the event of an accident and keeps detailed accident forms. She supervises children well, follows her policies and procedures efficiently and keeps all relevant documentation, such as attendance registers and medication forms, to ensure children are safe at all times.

The childminder monitors the quality of her educational programme through observing the children and the progress they make and through her self-evaluation systems. 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 attends training that benefits children's learning, for example, their communication and language. She seeks support and advice from other early years professionals and identifies areas to develop. For example, she wishes to improve even further the already good two-way communication with parents, so that they are more involved in their children's learning. She 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. These systems help her to address weaker aspects identified at her last inspection, and to support her to make continuous improvements to her practice and improve outcomes for children.

The childminder works closely with parents and other early years settings children attend. Parents receive copies of the policies and procedures, which helps them to be aware of the service she offers. She seeks information from parents about their children's likes, dislikes, care routines and learning needs to help her settle children when they first start. She regularly shares children's achievements and activities, and keeps parents informed through regular daily discussions. Ongoing communication with them and the other settings means that together they consistently provide learning experiences that promote

children's progress. Parents report they are 'extremely happy' with all aspects of the childminder's care and their children look forward to attending.

The Childcare Register

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| 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

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|------------------------------------|----------------|
| Unique reference number | EY428424 |
| Local authority | Derby, City of |
| Inspection number | 870324 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Name of provider | |
| Date of previous inspection | 19/01/2012 |
| 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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