

Inspection date	25/03/2014
Previous inspection date	02/10/2008

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 is enthusiastic and extremely friendly and welcoming. Her friendly and nurturing approach helps children to settle happily and encourages them to form secure bonds with her, which fully supports their emotional well-being.
- The childminder plans and provides an exciting and varied range of activities for children to enjoy both inside and outside. She has a good knowledge of how children learn and she fully supports them to make good progress in all areas of their learning and development.
- The childminder conscientiously implements her thorough safeguarding and health and safety procedures. This means that children remain safe, secure and protected while in her care.
- Partnerships with parents are extremely strong. The childminder gathers information about their needs and routines and has formed trusting relationships with parents.

It is not yet outstanding because

- The development of children's language is not always consistently maximised because the childminder does not always ask children open-ended questions when she talks with them.

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 in the playrooms and outdoor area.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

The childminder was registered in 2004. She lives with her partner and two grown up children in a residential area of Hucknall. The whole of the ground floor is used for childminding with toilet facilities on the first floor. The family has two pet dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder attends a toddler group and activities at the local playgroup. She visits the park on a regular basis and collects children from the local schools and pre-schools. The childminder is a member of the Professional Association for Childcare and Early Years and attends the local childminding support group.

What the setting needs to do to improve further

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

- extend children's language development, for example, by using more open-ended questions that have different possible answers.

Inspection judgements

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

The childminder has a good understanding of the importance of play and how young children learn. Therefore, she effectively organises a good selection of resources around the home so that children can make safe and independent choices in their play. In addition, she considers their likes when planning activities, such as children's interest in observing the environment. This results in children having a positive approach to their play. They are eager, excited, motivated and enthusiastic to join in the activities. The childminder regularly observes the children so that she has a good understanding of their abilities and next steps in learning. This contributes to her planning a broad range of experiences to support individual children in making good progress in their learning. For example, through completing an alphabet jigsaw, children are engaging in early literacy activities which support learning at school. In addition, children have good opportunities to be independent. They make their own choices in play and through everyday routines, young children develop their self-care skills, such as feeding themselves. These activities give children confidence and the skills required when they embark on their next stage in learning, such as starting school full time.

The childminder is actively involved in children's play. She interacts with them well and this supports children's progress in their communication and language development. For instance, she models language and repeats letter sounds to support development in

phonics. In addition, she repeats words and provides a running commentary in play so that young children extend their vocabulary. Therefore, she encourages children to have the confidence to engage in conversations with others. However, there is scope to make greater use of open-ended questions to enhance children's critical thinking skills further. The childminder provides many experiences to promote children's development in expressive arts and design. Children thoroughly enjoy using their imagination as they play with the cars and trains on a play mat. In addition, through arts and crafts, exploring different textures and media, such as play dough, children have good opportunities to be creative. The childminder provides a good range of activities to support children's mathematical development. Through songs and rhymes and counting in the environment, she introduces young children to number. In addition, by letting children explore, she encourages them to work things out and solve simple problems. For example, a child enjoys working out how to make bubbles from a bubble blower. The childminder has high expectations of the children's abilities and provides appropriate challenges for them, which they enjoy. The childminder fosters children's development in understanding the world. Children learn about early technology and how things work because they discuss observations of the environment, such as wind turbines and what they do. The childminder also encourages children to explore their environment and learn about nature and the world in which they live. For example, they go on nature walks, they talk about a variety of cultural events and festivals and they plant and grow flowers and vegetables.

The relationships with parents are good. The childminder regularly shares with them children's daily care experiences, achievements, next steps and activities planned to support their progress. She does this through discussion and therefore, they work together to promote continuity in children's learning and care. In addition, through her policy file, she keeps parents well-informed about the service she delivers for their children.

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

The childminder provides a very homely and relaxed environment for children. She helps children to adapt to their move from home into her setting by arranging flexible settling-in procedures. The childminder works very closely with parents to make sure that the children's individual routines and care needs are known and are consistently followed. This effectively supports children as they move from home to the childminder's home. Consequently, children's emotional well-being is supported and nurtured extremely well. Children are relaxed and feel comfortable and secure in the childminder's care and enjoy close and trusting relationships with her. They respond positively to the attention and praise they receive, which fosters their confidence and self-esteem.

The childminder is a positive role model and helps children to learn about acceptable behaviour and good manners. They are very polite and demonstrate very good manners while playing. Through good use of praise, providing consistent routines and boundaries, children are developing a secure understanding of right and wrong. The childminder adopts positive ways of supporting children's good behaviour during activities. Through play, children demonstrate that they know it is kind to share and take turns and the children play co-operatively with the childminder sharing resources and taking turns with

her. This demonstrates children have positive and harmonious relationships with the childminder, which will support them to build positive relationships in the next stage of their learning. The childminder listens to children and she values their contributions. For example, she listens to a child recounting what his family did to celebrate his mum's birthday. The childminder includes the children's ideas, for example, she incorporates children's ideas for planting in the garden and involves them in choosing and buying the plants. This means children have a strong sense of belonging, high self-esteem and confidence to share their ideas and opinions.

Children learn about the importance of leading healthy lifestyles as they enjoy daily fresh air and exercise. They regularly visit play parks, woods and have regular access to the garden, which is well-equipped. Children move confidently in many ways as they run in the garden with a bubble blower. They learn about keeping safe as the childminder reminds them to be careful. Children are learning the importance of healthy eating as the childminder provides a good selection of nutritious snacks and meals, including fresh fruit and vegetables. Children are offered a choice of drinks, which helps them to remain hydrated. The childminder teaches children good self-care skills, as they learn to put on their shoes and coats before leaving. They wash their hands before eating and after using the toilet.

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. She maintains up-to-date knowledge of the local safeguarding procedures by completing regular training courses. As a result, she is clear about how to keep children safe from harm and ensures that they are protected and supervised at all times. She is aware of potential signs of abuse and neglect and her detailed safeguarding policy clearly outlines the agencies she contacts when dealing with concerns. This means she understands her responsibilities in protecting children from harm. The childminder provides a safe and clean learning environment for children to play. She manages this effectively because she carries out visual daily safety checks and supervises children's play. Therefore, she puts in place good precautions to minimise accidents. In addition, to support keeping children safe, the childminder maintains and implements a range of effective policies and procedures. The childminder undertakes regular first aid training, so that any accidents or injuries are dealt with appropriately.

The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She plans and evaluates a wide range of learning activities, which are based on children's interests and stages of development. These support children effectively in making good progress in all areas of learning and particularly the primary areas. A number of children have recently started school and the childminder is beginning to build up relationships with these settings. Although relationships are still new the childminder is able to demonstrate a good knowledge of the children's learning at school. She is able to use this information to complement the children's learning experiences and progress so that she can fully

promote continuity when planning for their already good learning. The childminder fully understands the importance of working in partnership with external agencies, such as health professionals, so that appropriate measures are in place to meet any identified needs children may have. The childminder is aware of the need to complete a progress check at two and has paperwork ready for when she needs to do this.

Relationships with parents are extremely positive. Parents spoken to during the inspection have used the childminder for many years which has given the family consistency for both their children. Parents comment that the childminder 'is friendly, consistent and provides a flexible service' and 'she provides an extremely high standard of childcare'. Information about the children's care and learning is shared with the parents verbally, and information from the schools children attend is shared to ensure consistent approaches. Parents also have sight of a full set of policies and procedures. These methods effectively support parents' understanding about the operational procedures followed by the childminder. The childminder is very aware of the importance of working with other agencies, such as health visitors, to fully support children's individual needs. The childminder is fully committed to maintaining a high quality service for children and their families. She is an experienced childminder and makes use of the local authority adviser and welcomes suggestions and advice. She regularly evaluates and reflects on her practice, in order to identify her strengths and areas for development.

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	EY287513
Local authority	Nottinghamshire
Inspection number	820054
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	02/10/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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