

Inspection date	02/04/2014
Previous inspection date	03/11/2010

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 the Early Years Foundation Stage. She provides a wide range of activities that are relevant to children's interests and promote their learning. As a result, children are making good progress.
- Children's personal, social and emotional development is well supported. Children are content, confident and display a good sense of belonging because of the secure attachments they form with the childminder.
- Children are safeguarded well because the childminder has a good knowledge of how to protect them and the correct procedures to follow.
- Partnerships with parents are effective. The childminder uses a range of methods to keep them informed about their children's care and learning needs.

It is not yet outstanding because

- Monitoring of the progress children make is less detailed and precise on occasion.
- There is scope to further develop partnerships with other settings that children attend to enhance their progress and promote continuity of care and learning.

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 dining area.
- The inspector collected children from pre-school with the childminder.
- The inspector carried out a joint discussion with the childminder.
- The inspector held discussions with the childminder and the children at appropriate times.
- The inspector discussed and viewed a range of policies, procedures and documentation.

Inspector

Sharon Alleary

Full report

Information about the setting

The childminder was registered in 2010 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 nine and six years in West Bridgford, Nottingham. The whole ground floor of the house, including toilet facilities, and the rear garden are used for childminding.

The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-school. There are currently 18 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates during term time only, Monday to Friday, from 7.45am to 6.15pm. However, hours are flexible to suit demands. She is a member of 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:

- extend assessment methods so that the information gained is more detailed and precise and allows young children's progress to be more robustly monitored
- enhance the partnerships with other settings that children attend, to even better support their progress and continuity of care and learning.

Inspection judgements

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

The childminder makes a positive contribution to children's learning and development so they make good progress. Her practice is based on a good understanding of how children learn and develop as she effectively supports and promotes their interests. When children first start at the setting the childminder takes time to meet with the parents and gather information about the children. She uses this detailed information to ensure that activities meet any initial needs which children may have. Subsequently, children settle well into the setting. The childminder regularly observes the children within the early years age group and records her findings in children's individual observation books. The information gained is mainly used effectively by the childminder to identify children's interests and to plan for their next steps. However, occasionally, observations lack the detail and precision needed to ensure that tracking of progress is always rigorous. The childminder is aware of her responsibilities in relation to the progress check at age two. She knows when children want to play and when they may need some relaxation time. Children return from pre-school and after some creative play and a small snack they ask to watch a popular film.

The childminder acknowledges the request and the children relax in the cosy television room with cushions and a film.

Children's personal, social and emotional development is promoted well. They initiate conversations and form good relationships with peers and familiar adults, such as the childminder and her husband. Children have regular opportunities to communicate freely about their own home and consequently develop self-confidence and self-awareness. Teaching is consistently good. The childminder has ongoing conversations with the children, during which she asks open-ended questions that encourage thought and various levels of response. Consequently, children are making good progress in their communication and language skills. Children confidently make choices about where to play because they enjoy flexible use of a stimulating indoor and outdoor play environment. The childminder provides a good variety of resources for the different ages of children who attend the setting. The childminder follows the interests of the children, extending their learning and providing challenges suitable for their age and ability. For instance, when children return from pre-school they ask to play outside. They create an obstacle course using various resources. Pre-school children are keen to time the older children as they negotiate the course. Children have access to a wide range of books, which enhances their early literacy skills. The school run provides the childminder with opportunities to explore mathematics. For instance, children count one to 11 as they step on the pavement bricks. Further learning takes place as children begin to recognise door numbers. Consequently, their number skills are developing.

The childminder makes good use of her local community to further extend children's understanding of the world. They visit the library, take bus rides and play at the park. Children enjoy participating in craft activities. They spend time developing a range of physical skills as they snip with scissors and get creative using sticky shapes and sequins. The childminder plays alongside the children as they create an Easter bonnet, asking questions which encourage them to think. She makes suggestions to adapt the activity, which challenges and extends their learning. Subsequently, children are gaining the necessary skills to support their future learning in readiness for their eventual move to school. There are currently no children attending who speak English as an additional language. However, in the past, the childminder has learned words in children's home language and taught these words to other minded children. As a result, children feel valued and their individual needs are met. The childminder shares her knowledge of children's learning with their parents through a variety of methods. For example, she talks to them when they collect their children and shares the observation record books. Therefore, parents are encouraged to be involved in their children's learning and they can support their learning in their home environment.

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

Children have a close relationship with the childminder. They readily go to her and ask questions and have meaningful conversations. As a result, their emotional well-being is supported effectively. The childminder knows the children well and spends time playing with them and engaging in their chosen activities. The childminder takes the time to get to know new children and offers flexible settling-in sessions until parents and children are

confident with her. She asks parents for information about what children like, what they can already do and their interests. Children's posters and the artwork they have created are attractively displayed. This enables children to feel a sense of security and belonging in the childminder's home. The childminder is a good role model and she approaches behaviour management in a calm and consistent way. Children are given positive praise and recognition for their efforts and achievements.

Children develop good self-care skills, for example, they take off their coats and place their shoes in the allotted place. The childminder encourages children to become as independent as possible in managing their own care needs. Children learn about the importance of maintaining effective personal hygiene because the childminder reminds them to wash their hands before they eat. This helps to minimise the risk of cross-infection. The childminder has a good understanding of health and nutrition and she provides healthy snacks and fruit for the children after school. Children know that they can access their drinks whenever they are thirsty, which ensures they remain well hydrated and comfortable. Children are encouraged to learn how to keep themselves safe. The fire drill is practised with the children and this helps them to develop a sense of responsibility for their own well-being, as well as helping them to understand how to respond in an emergency. The childminder teaches children how to behave and stay safe when walking back from pre-school. They are encouraged to hold hands and listen to the childminder's direction.

The childminder has attended first aid training. Therefore, she can provide appropriate care in the event of a child being involved in an accident or if they become unwell while in her care. Resources are displayed at a low level, enabling children to make independent choices. The childminder uses some effective methods to support children's understanding of equality and diversity. For instance, children have access to a suitable range of resources that reflect positive images of the diverse society. Children have regular opportunities to access the childminder's garden and spend quality time in the fresh air. Children become familiar with the wider community as the childminder collects children from the local school. This trip helps to prepare children for their move to other settings and to school. In the past the childminder has accompanied children to school on their settling-in visits. She has a good relationship with the local pre-school and primary schools, and this further supports children's smooth transitions to their next stage in learning.

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

The childminder has a secure understanding of how to protect the children in her care. For example, she is well aware of the local procedures for child protection and knows who to contact should she have a safeguarding concern. Suitability checks are carried out on adults within the home, and children are never left alone with people who are not vetted. The childminder has a secure knowledge of the learning and development requirements and a good overview of the curriculum, which ensures that children have a good range of experiences so that they make expected progress. She is able to demonstrate a sound knowledge of individual children's age and stage of development and current ability.

However, in order to fully identify any potential gaps in children's learning, there is scope to strengthen the tracking and monitoring. The childminder shows a good commitment to her professional development by attending any relevant training events that become available. For instance, while she has a good knowledge of the progress check at age two, she feels she would benefit from some updated training in this area.

Documentation is organised and maintained to a good standard. The childminder has a good range of written policies and procedures in place. For example, she has devised a behaviour management policy and a complaints procedure, and these are successfully shared with parents. All the relevant and required documentation is in place and supports children's safety and welfare. For example, daily registers of attendance, accident and medication records are all well maintained and kept securely. Risk assessments are effective and show the childminder has considered what the potential risks are for children. As a result, children are kept safe from harm. The childminder understands the importance of reflecting on her practice and has established a written evaluation document to identify her strengths and areas to improve. This enables her to develop her practice and act upon areas to further benefit children's learning and development. A questionnaire has been used effectively to gain parents' views, enabling them to play an active role in identifying and supporting further developments. Parents comment, 'I can't suggest any improvements to childcare perfection'. The children's voice is equally valued by the childminder, and a children's questionnaire reflects their views and opinions. Children say, 'What I like best is, it feels like being at home'.

The childminder has established a good rapport with the local pre-school where the children attend. However, there is scope to strengthen the exchange of information about children's learning to enhance progress and continuity of care. Relationships with parents are good and information is regularly shared. For example, daily discussions are held, which ensure a constant exchange of information, especially about activities that children have been involved in during the day. The childminder issues an informative 'welcome pack' to parents when they register. For parents and families who are new to the area the childminder produces a 'welcome to Nottingham' pack. Consequently, parents feel welcomed from the outset.

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	EY409265
Local authority	Nottinghamshire
Inspection number	875386
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	18
Name of provider	
Date of previous inspection	03/11/2010
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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