

<b>Inspection date</b>	07/04/2014
Previous inspection date	17/05/2012

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

### **This provision is good**

- The childminder has a good understanding of the children's individual learning and development needs. She uses her observations to plan activities that stimulate children's enjoyment and participation, which challenges and extends their learning.
- Good relationships with parents have formed. Regular communication both verbally and through a detailed daily diary ensure they are kept well- informed of their child's time in the childminders care.
- The childminder provides a calm, warm and welcoming environment so that children feel safe, secure and happy. Furthermore, children behave well and are confident because the childminder provides clear guidance about what is acceptable behaviour and consistently praises and acknowledges their achievements.
- The childminder has a good knowledge and understanding of her role and responsibilities with regard to safeguarding children and keeping them safe. She has implemented written policies, procedures and risk assessments.

### **It is not yet outstanding because**

- Opportunities for children to learn about culture and diversity are not fully maximised to extend their awareness 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 in the playroom.
- The inspector carried out a joint discussion with the childminder.
- The inspector held appropriate 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 2011 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 six and ten years in a house in Worksop, Nottinghamshire. The whole of the ground floor with the exception of the dining room is used for childminding. There is an enclosed rear garden for children to access outdoor play. The family has a dog as a pet. The childminder attends a toddler group. She visits places of interest within the local community on a regular basis. She collects children from the local school and pre-schools. There are currently eight children on roll, four 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.

### What the setting needs to do to improve further

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

- extend practice for children to gain a greater awareness of the wider world; for example, by accessing further resources and images that make children aware of the diverse nature of their society.

## 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 learning and development requirements of the Early Years Foundation Stage and her teaching techniques are good. During the settling-in process the childminder gains useful information from parents about their children's routine and learning and development achievements. This information is then used to identify the children's starting points. It enables the childminder to settle the children well, providing activities of interest and encourages parents to become involved in their children's education from the start. Each week the childminder observes the children in their play. As a result, she identifies any interests and next steps. She then plans interesting and challenging opportunities for the following week to achieve children's next steps. The childminder has a good knowledge and understanding of child development. She uses available documentation to successfully track and monitor children's progress. The secure assessment systems mean she is able to identify any potential gaps in their learning promptly and take appropriate steps to address them. The childminder completes the progress check at age two for the children in her care who are between two and three years. These, along with regular observations, ensure all children are making good progress based on their age and stage of development and their abilities.

The childminder ensures that children are taken out into the local community, visiting

places of interest, such as toddler groups and the local parks. This gives children the essential skills to be able to socialise and build good relationships with others and to learn how to communicate and express themselves successfully. Babies often giggle and babble as they play. The childminder uses good teaching techniques, such as giving good eye contact, which encourages children to make further attempts at speaking and 'finding their voices'. The childminder encourages children's early communication by introducing new vocabulary and praising children's emerging language and repeats back to them as they say 'dog'. This encourages babies to try again and become confident in talking. The characteristics of effective learning are present as babies are eager to get involved and play and explore with coloured, scented rice. They persevere at activities, for example, babies stir and pour the rice and they spend a great deal of time doing this. They leave the play and return to it later. This is helping to consolidate their learning as they recall information from earlier. Children's movement skills are promoted as they enjoy playing in the garden daily, visiting the park and walking in the community. Here, they are able to bounce on the trampoline with close supervision, climb and run around.

Children develop their early literacy skills as they make marks on the chalkboard. Babies develop early literacy skills as they select books and take them to the childminder to share. She allows the baby to point and look at the pictures at her own pace. Babies are beginning to explore early shape and space as they attempt inset puzzles with the sensitive help and guidance of the childminder. Babies play with the speaking clock and are fascinated by the sound, this helps their early information communication and technology skills appropriately. Babies thoroughly enjoy being creative; they smear and dab the paint to create handprint pictures for a Mothering Sunday picture. In this setting, children make good progress in their learning and development. By the time they begin nursery or school the childminder aims to ensure they are well-prepared with the skills they need. The childminder records children's learning in their 'All about me' scrapbooks. These contain photographs, observations and progress monitoring of children's development. The childminder works in partnership with parents and carers regarding their children's learning and development. She shares her observations and assessments of children's progress through the daily diary. Consequently, this encourages the parents to be involved.

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

The childminder provides a calm, friendly and caring environment where all children feel welcome. Children form close bonds with the childminder and clearly enjoy her company. Babies often go to the childminder for cuddles and reassurance. Babies have good relationships with older children and they play harmoniously, interacting and sharing. Having these strong bonds and relationships helps the children to feel safe and secure and provides for their emotional well-being. The childminder has effective settling-in processes. She finds out about the children's preferences and what they like and dislikes are before they start with her. As a result, new children settle into her care quickly and feel comfortable in their surroundings. Consequently, the move from home to the childminder's care is smooth and takes away any anxiety from the children. Children go down for their nap with ease and sleep very well in the childminder's home. This is

because routines are embedded and children feel safe and secure and have a sense of belonging. Children behave well. This is due, in the main, to the calm nature of the childminder and the consistent boundaries that are in place. House rules are prominently displayed for older children to see. The childminder works with parents to apply consistent positive behaviour management strategies at home.

Children have access to regular outdoor play opportunities to encourage them to understand about exercise being good for their health. The childminder provides individual paper towels for each child when washing their hands to reduce the risk of cross-contamination. This was a recommendation from the last inspection. The childminder knows the babies well, recognising when they are tired or hungry. The childminder provides healthy and nutritious snacks and meals during the day, and drinks are always accessible. Babies eagerly tuck into a baked potato and beans. They successfully feed themselves with little to no help from the childminder. Consequently, their self-help skills are developing rapidly. The childminder is effective in teaching babies about safety as they learn how to manage potential dangers in the home, such as not climbing on the furniture in case they fall. To further develop children's understanding of safety she conducts and documents regular fire evacuation drills, which help children understand how to keep themselves safe in an emergency. This was an action from the previous inspection.

The childminder arranges the home playroom so children know where to find the toys and equipment they want to play with and they confidently go to collect them. This encourages both their independence and active learning. Children are actively involved in cultural festivals during the year that broaden their understanding of the wider world. However, their understanding of the diverse community is not as fully represented in their free play opportunities. This means that children do not always have the opportunity to gain a better understanding of the wider world. The childminder makes good use of local venues, such as parks to extend the options for physical play so that children benefit from fresh air and exercise. In addition, introducing children to group situations whereby they socialise helps to prepare them for the move to other settings. Young children go on the school run with the childminder each day and so become very familiar with the local school environment.

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

Leadership and management is good. The childminder has developed an effective understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She is organised and methodical in her practice. The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded as the childminder has accessed training to support her to be alert for the signs and symptoms of child abuse and neglect and she knows what to do if she was worried about a child. The childminder implements the monitoring and tracking requirements. Assessments on children are accurate, up-to-date and lead to clear planning and appropriate next steps based on children's interests. 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 may require it.

The childminder is keen to attend ongoing training to continually support her practice and is committed to continuous professional development as she would like to further her qualifications in childcare and plans to enrol on a level 3 childcare course soon. This training and commitment to continuous professional development is having a positive impact on children's care and learning as the quality of teaching is good. The childminder uses her policies and procedures to underpin her practice and has a good relationship with fellow childminders in the community with whom up-to-date good practice is shared. The childminder is mindful that there is scope to update her policies further in line with current legislation. The childminder gives a high priority to children's safety and well-being. Risk assessments are completed and reviewed regularly. She also keeps children safe through her supervision of them ensuring the environment is hazard free. For instance, when children are roaming free in the house, she ensures that the dog is either outside or secured in a cage to ensure their safety. The childminder has completed paediatric first aid training which means she can offer emergency first aid to children in her care.

The childminder has a clear drive for improvement. She uses effective systems of self-evaluation to identify and prioritise areas for improvement which will have the most impact on children's care and education. The childminder seeks the views of parents and children to help her measure the quality of the service she offers. She takes on board any suggestions and ideas they have for areas to develop. Children comment, 'The worst thing is having to go home'. The childminder has acted on the actions and recommendation from the last inspection. For instance, the Ofsted poster is clearly displayed and there is a daily attendance register. The childminder works in partnership with parents and carers for the benefit of children. She recognises the importance of working closely with parents and values their input into her setting. Written comments from parents suggest they are very happy with the care and education offered to their children and they note the progress they have seen since their children have been with the childminder. The childminder has good relationships with others, such as the local school teachers. For instance, once a week she volunteers at the school with reading. She values these relationships as she understands the benefits of working together to continually enhance what she offers to the children and families she serves.

### **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>	EY427847
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	875884
<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>	4
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/05/2012
<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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