

Inspection date	02/05/2014
Previous inspection date	14/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Teaching is good because the childminder demonstrates an effective understanding of how to observe and assess for children's next steps. As a result, children are making good progress given their starting points.
- The childminder has a strong drive to improve her practice and provision so that children receive good quality care and education.
- Relationships and attachments between the childminder and children are good. This means children are happy, feel safe, and are secure in the childminder's care.
- Effective partnerships with parents and other providers enable the childminder to meet children's individual needs well.

It is not yet outstanding because

- There is scope to extend children's early reading skills by labelling the resources readily available to them, in order to help them recognise familiar words or pictures.
- The lunchtime routine does not maximise children's independence and self-care skills.

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 lounge, playroom, dining kitchen and outside play area.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector looked at children's learning journey records, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability of all household members over 16 years and checked the qualifications of the childminder.

Inspector

Sue Riley

Full report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and one child aged 10 years in a village on the outskirts of Newark. The whole of the downstairs area and enclosed rear garden are used for childminding. The family has three pet cats. The home is within walking distance of local facilities including schools, shops, a library and a park. There are currently nine children on roll, of whom, four are in the early years age range. She is open Monday to Friday all year round from 7.30am to 6pm except for family holidays and all main bank holidays. The childminder attends different groups with the children throughout the week. She takes and collects children from local pre-school and schools. The childminder holds an early years childcare level 3 qualification.

What the setting needs to do to improve further

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

- enhance children's early reading skills by providing illustrations and print in the environment through labelling the resources that are available for the children
- maximise the opportunities to develop children's independence and self-care skills during the lunchtime routines.

Inspection judgements

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

The childminder provides a welcoming family home, with a good range of play equipment and resources, where children can learn through play. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children have fun and enjoy the time they spend with the childminder and make good progress in their learning and development. Effective planning and good organisation ensures that every child is challenged by the learning experiences provided. Teaching is good as the childminder, sensitively supports children and extends their thinking through talking to them and role modelling how to play with the resources. For example, she role models how to roll the play dough out and makes patterns on the dough using the different tools. She talks about what she is doing which helps the younger children to understand how to use the tools. The childminder is actively involved in children's play and she interacts with them very well. When a younger child tells her the jigsaw piece is 'stuck', the childminder gives clear guidance on how to move the piece so it will fit. The child follows the guidance and is so happy as they complete the jigsaw. The childminder manages this situation so the child is able to gain a real sense of achievement, which gives them confidence and

raises their self-esteem. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. The childminder observes children's learning and records her findings in their learning journals. She successfully uses this information to identify children's learning priorities and makes plans to ensure children make as much progress as they can towards all the early learning goals.

The childminder tracks children's progress, using the development bands to aid her in identifying any gaps in their learning. This ensures that she is able to meet their individual needs effectively. The childminder demonstrates a clear understanding of her responsibilities relating to the progress check at age two and to share the assessment with parents and carers in a timely fashion. The childminder demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. Children are able to select age-appropriate resources from storage boxes. However, as these are not labelled the children do not know what is really available for them to play with and learn from. Children's speech and language skills are encouraged during everyday discussions because the childminder regularly talks to them about what they are doing. Children are learning the skills they will need to move on successfully in their education and on to school. However, the lunchtime routine does not promote their independence or self-care skills as the childminder manages their lunch boxes. This means that children are not developing their confidence in managing their own lunch boxes which will benefit them when they start school. Children are confident to ask for the 'big' cars to play with, demonstrating that they have their own preferences and interests. The older children play very well together and the younger children are given gentle reminders around sharing the resources and waiting for their turn. Children help with the tidying up of the toys, indicating that they are aware of the routines. They enjoy playing with the wooden train track and fixing this together. Younger children talk about going 'over' the bridge establishing their understanding of mathematical language. They eagerly sit and look at their favourite train book. Children use chalks on the easel and confidently talk about what they have drawn. They use their imagination as they play with the play dough and pretend to make an ice-cream and talk about their favourite flavours.

Partnerships with parents are encouraged from the beginning of each childminding contract, with settling-in visits being fully encouraged to ensure that children feel safe and secure. The childminder and parents work well together in sharing information about children's starting points and daily communication is encouraged through discussions. The childminder also provides suggestions for parents to continue their child's learning at home by sharing ideas and activities that children have shown an interest in. She demonstrates a good understanding of why effective partnership with parents is important and she ensures that parents are always able to share the progress and achievements they see their children reaching. As a result, good partnership working provides a consistent approach to children's learning and development overall.

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

Children's emotional well-being is encouraged and they are making strong bonds and attachments with the childminder and their peers. The childminder is supportive of children's needs and she demonstrates a genuine kindness towards them. Gentle encouragement by the childminder supports young children in understanding and managing their own behaviour. The childminder is a positive role model and provides a calm and caring environment. She requests useful information from parents, which enables her to follow young children's routines. This means they sleep and eat according to their individual needs, which supports the smooth move between home and the childminding setting.

The childminder completes risk assessments and this minimises hazards to children to promote their well-being. Children's awareness for their personal safety is well supported because the childminder uses day-to-day opportunities to discuss and talk about this. For example, on the walk to and from pre-school and school children learn about the importance of crossing the roads safely. Regular fire drills help children to know what is expected of them in a real situation. Children have access to a wide range of stimulating resources, which are age and stage appropriate and support their independence as they make choices about their play. They confidently move around the ground floor playing in the different play areas. Children have opportunities to learn about other cultures and beliefs as the childminder provides a range of resources and activities to reflect today's diverse society. This helps children learn to value and respect others and to challenge inappropriate attitudes and practices.

The childminder supports children in developing an understanding of the importance of healthy living. Although parents provide the main meals for their children, the childminder is aware of what constitutes to be a well-balanced and nutritious diet. Children are provided with healthy snacks and have good opportunities to play outside in the fresh air. They also walk to and from pre-school and school which provides them with daily exercise. The childminder helps children learn good procedures for their personal hygiene, helping them develop increasing independence. She takes time to settle children when they first begin with her by encouraging them to get used to their new surroundings and routines. Additionally, as children prepare for school she supports their confidence and understanding of change through regular opportunities to visit their new school or pre-school and she prompts lots of discussion about what it will be like. As a result, the moves children make from home and on to school are smooth ones because the childminder is supportive to their individual needs.

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

The childminder has a good understanding of both the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. She monitors children's learning and their achievements by carrying out frequent observations and making assessments of their progress. The childminder has a good understanding about her responsibility to meet the ratio requirements. She completes detailed risk assessments to help to provide a safe environment for children to play, both at the home and on

outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care and of the procedures to follow. She has a varied range of record-keeping routines and written policies and procedures established to support children's safety and the smooth operation and management of her setting. These are reviewed regularly to ensure they remain effective. This means that they are adhered to by all adults connected to the setting, including parents and carers.

Partnerships with parents are good because the childminder has encouraged this through regular discussions and opportunities to share information to support children overall. This supports children's feelings of security as well and gives parents the confidence in knowing that their children are happy. Partnerships with other providers delivering the Early Years Foundation Stage are established and well promoted. The childminder communicates effectively with staff at the local pre-school where she takes and collects children and she contributes regularly to children's learning journals with her observations. This means that children benefit from this joined up and consistent partnership working.

The childminder evaluates her provision by completing a self-evaluation document, which helps her identify areas for development. She has successfully addressed the actions raised at the last inspection. The childminder ensures that all adults over the age of 16 years living on the premises have been appropriately checked by Ofsted to ensure their suitability to be in close proximity to children. This contributes to keeping children safeguarded. She now has clear details in her safeguarding policy about the use of mobile phones and cameras in her setting, keeping people well informed on how to safeguard children. The childminder reviewed her medication procedure and has updated her medication forms. She now ensures that all parents provide her with their prior written consent to administer medication to their child to ensure their safety. The childminder has improved her use of observation and assessment and now plans around children's next steps to help them make progress. She has re-organised the learning environment to make learning more enjoyable and purposeful. The childminder regularly encourages parents and children to share their views of her setting through verbal communication and the sharing of learning journals. This means that their ongoing contribution supports her drive for continuous improvement. The childminder meets regularly with other local childminders, which helps to keep her informed and aware of current professional working practice. The childminder is well organised and is reflective about her practice and demonstrates a strong desire to learn and provide a high quality childminding service.

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	252769
Local authority	Nottinghamshire
Inspection number	963086
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	14/11/2013
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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