

Inspection date

Previous inspection date

15/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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, the childminder makes detailed observations and assessments of children's learning and uses this information to plan exciting learning opportunities. As a result, children are motivated and actively involved in their play and learning.
- The childminder gives children time and attention and is responsive to their needs. As a result, children feel special and are emotionally prepared for learning.
- The childminder demonstrates a good understanding of her role and responsibilities regarding the welfare and safeguarding requirements, such as, the suitability of people, effective policies and procedures and risk assessments. This means that children are kept safe at all times.
- Relationships with parents are strong and information is regularly shared with them, so that children's individual care and learning needs are very well met.

It is not yet outstanding because

- There is scope to enhance outdoor learning opportunities for children to extend and enrich their learning when playing outside.
- Opportunities for children to develop independence and understanding of the importance of care practices are not maximised.

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 play rooms and outside.
- The inspector looked at a selection of documentation, including children's information, risk assessments, registers, policies, procedures and suitability checks.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed children's learning opportunities with her.
- The inspector took account of the views of parents through written comments and discussion.

Inspector

Kathy Kilner

Full report

Information about the setting

The childminder was registered in 2013 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 three in a house in Retford. She uses the whole of the ground floor, the bathroom on the first floor and the rear garden for childminding. The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, two of whom are in the early years age group. The childminder operates all year round from 7.45am to 6pm Monday to Friday, except for family holidays, bank holidays and Christmas week. She is a member of the 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:

- enhance children's already good outdoor learning by introducing numbers and further exploration of natural and real resources to extend their learning experiences
- encourage children's independence further, for example, by teaching them how to access tissues and wipe their own noses.

Inspection judgements

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

Children make good progress with the childminder, she takes account of what children can do, how they prefer to learn and what they are interested in. She completes observations of the children when they are first settling in with her and talks to parents to find out what their children can do. This results in accurate starting points for all children. Further regular observations of learning are effectively assessed and children's progress is monitored in all seven areas of learning. This ensures that the childminder knows where children are making progress and where they may need some additional support. She has a secure understanding of the progress check at age two and of regularly summarising progress for all children. An effective balance of activities chosen by the children, regular planned activities and consistently good teaching ensures that children are motivated and prepared for their next stages in learning. Partnerships and communication with parents are strong and a good two-way flow of information is in place. There is also a good working relationship with the local school. This results in continuity of care and supports good learning outcomes for the children.

Children's development in communication and language, physical and personal, social and emotional development are good. This is because the childminder sensitively supports their individual needs and demonstrates effective teaching skills. She matches words to actions to explain what is happening and this develops children's understanding and thinking. For example, as children play with bubbles, they excitedly pop them with their hands, feet and nose before a sudden burst of wind blows them about. They laugh and the childminder says, 'the wind is making them swirl around'. Children later explore the bubble machine and put their hands near where the bubbles come out. They talk about what is happening with the childminder, who effectively supports their developing language. Children listen to sounds in the garden and the childminder encourages them to distinguish between the running water in the fountain, the helicopter flying overhead and the bell on the scooter that goes, 'ding ding'. This prepares them to hear and say different letter sounds when they are ready to learn to read and write.

Children count the stairs as they go up and down them, at snack time they count how many strawberries they have eaten. The childminder encourages children to cut their strawberry in half so that it can fit into their mouth. When the children look puzzled at the word half, the childminder skilfully says that this means cutting into two pieces and then counts the pieces with the children. This effective teaching of mathematics in everyday routines supports children's mathematical development. Children are later heard independently counting buttons on the cushion and counting candles on the cake. However, there are few opportunities to see written numbers in the environment to support this developing interest in numbers and counting. This means that children do not have many opportunities to become familiar with written numbers or use them in their play.

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

Children are happy and contented in the childminder's care, she gives them her time and attention and is responsive to their needs. The children have formed a secure emotional attachment with her as she takes time initially to welcome and settle children into her home while their parent is with them. They develop confidence from these interactions between their parent and the childminder. Consequently, parents say that their children have settled quickly. Good information from parents about their children ensures their needs are fully met. Lots of cuddles, laughter and shared humour show that children's well-being is nurtured. The childminder is successful in making children feel special, building their self-esteem and preparing them emotionally for learning. Flexible routines incorporate trips to school and playgroups, which introduce children to larger group activities. This helps to prepare young children for their move to school.

Children behave well, the childminder is consistent in her guidance and support as to what is and is not acceptable behaviour. Children respond to a very slight change in her tone of voice and clearly recognise that that this means they must think about what they are doing. They are taught to respect others and when children have a slight tussle over a scooter, it is very quickly and successfully resolved. Children are gaining an understanding of risk and how to keep themselves safe. For example, as they negotiate the different slopes and surfaces outside they competently put their feet down to slow themselves as

they go down a slope. Children's good health is effectively promoted because the childminder follows very good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. Children are encouraged to be independent, for example, they chop their own food using safety knives. However, independence in some self-care routines, such as, wiping noses, is not as well promoted.

The indoor and outdoor environments are organised to give children opportunities and time to play, explore and be active learners who are interested in finding out things for themselves. Children play outside regularly and are developing competent physical skills as they run about. They carefully fill watering cans at the water butt and successfully carry them over to water the plants. However, outdoor learning opportunities for children to extend and enrich their learning when playing outside are not maximised. For example, the childminder does not make the best use of natural and real resources, such as, guttering, to further explore how objects move down different inclines.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and safeguarding requirements. Comprehensive policies are shared with parents so that they are clear about the procedures followed to keep their children safe. All required documentation is in place and children are effectively safeguarded, the childminder has a good knowledge and understanding of child protection. She knows what to do if she had any concerns about a child in her care or if an allegation was made against her. Comprehensive risk assessments are in place for indoors, outdoors and for outings, which promotes their safety at all times.

The childminder understands her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. She reflects on her teaching practice and actively accesses support and training to develop her already good practice. The childminder has a good working relationship with the local school. This results in continuity of care and supports good learning outcomes for the children. She actively engages parents in the learning process and parents comment that they appreciate the close attention that is paid to their children's developmental progress. Observations and assessments in children's files show clear progress from one month to the next. Accurate observations and assessments ensure that she knows how well children are progressing and enable her to give parents accurate feedback about their children's achievements and next steps. As a result, children benefit from consistency in their care and learning.

The childminder understands the importance of working in partnership with other early years providers to support children's continuity of care and learning, when the need arises. She has reflected upon her practice through self-evaluation and has assessed the service that she provides and targeted areas for improvement. This demonstrates a positive approach to improving the service that she provides. As a result, children are making good progress and are acquiring positive attitudes towards future learning.

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	EY468714
Local authority	Nottinghamshire
Inspection number	945308
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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