

Inspection date	13/05/2014
Previous inspection date	04/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has good knowledge and understanding of the Early Years Foundation Stage. She plans and provides children with a range of age-appropriate activities that enable them to make good progress in their learning and development.
- The childminder and her assistant talk to the children as they engage fully in their play and ask questions that secure and consolidate children's learning. This promotes children's communication and language skills well.
- Children have formed secure attachments. They are very happy and confident with the childminder and assistant and they are welcoming to visitors.
- The childminder has a secure knowledge and understanding of her role and responsibilities with regard to safeguarding children and keeping them safe. She has implemented written policies and procedures which outline these and which she shares with parents.

It is not yet good because

- Children's development and awareness of their own personal needs is not fully promoted, as hygiene routines for hand washing are not consistently followed.
- Partnerships with other providers are not fully robust. Discussions are not regularly held to ensure any identified next steps are effectively consolidated to enable children's learning and development to be fully supported in both settings.

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 throughout the inspection and completed a joint observation of a planned activity with the childminder.
- The inspector looked at children's assessment records and learning journeys.
- The inspector checked evidence of suitability of all adults and a selection of documentation including the safeguarding policy.

Inspector

Karen Byfleet

Full report

Information about the setting

The childminder registered in 2012 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her partner and one child aged two years in the Allenton area of Derby. The family has a pet rabbit. The whole of the ground floor, along with a bedroom on the first floor of the childminder's home is used for childminding. There is an enclosed garden for outside play. The childminder regularly attends local toddler groups and takes and collects children from local nurseries. There are currently five children on roll who are all in the early years age group and attend for a variety of sessions. The childminder provides care all year round from 5am to 5pm, Monday to Friday, except on bank holidays and family holidays. An assistant works with the childminder on a part time basis.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure information sharing with other providers where children attend is undertaken regularly; to enable any identified next steps to be effectively consolidated, enabling their learning and development to be fully complemented and supported in both settings.

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

- implement consistent hygiene procedures, with specific regard to hand washing prior to snack time, in order to further promote children's awareness of their own personal care needs.

Inspection judgements

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

The childminder has a good awareness of the learning and development requirements within the Early Years Foundation Stage and children are making sound progress overall in relation to their starting points. She assesses and monitors children's learning through the regular observations of children during their play. Through the observations made, the childminder identifies and links children's next steps to the areas of learning and incorporates these into her planning in order to extend children's development further. Children are provided with a varied range of activities that offer age-appropriate challenges to fully support them in the next stage of their learning and their eventual move to school. Children that attend other providers are supported satisfactorily. The childminder shares information around children's welfare and how they have been during

the day. However, information sharing with regard to their learning and development is not as robust to ensure children's progress can be consolidated and supported fully across both settings.

Teaching is good. The childminder and her assistant give good support to children's communication skills, mathematical development and understanding of the world. They engage in conversation, talking to the children about what they are doing and asking age-appropriate questions. For example, as children build a house with different shaped and coloured bricks, the adults ask questions, such as 'how many windows will your house have?' and 'where do you think the door needs to go?' Children respond well to the childminder and are encouraged to use their imagination, creativity and physical skills as they enjoy cutting with scissors and digging in the compost, filling buckets and pots and looking for mini-beasts. During these activities, children demonstrate that their physical skills are developing well as they grasp tools, such as spades and forks, and use scissors with confidence. Outdoor play and physical exercise is planned into each day for the children, both within the rear garden and on regular trips to the local park where they have access to a range of equipment, such as slides and swings. Within the garden, children use and enjoy a range of sit and ride toys and play ball games.

The childminder has developed sound relationships with parents. They provide the childminder with information about children's routines when the children start attending along with information around their capabilities and interests. The childminder uses this relevant information to form baseline assessments and to have a starting point on which to build and promote children's learning. Relevant information is shared verbally on a daily basis regarding children's welfare and the childminder shares information around children's development with parents. For example, she has completed and shared summaries of a progress check for children between the ages of two and three years and keeps others well informed about how she tracks their development through all areas of learning. This enables her to provide valuable information about children's next steps and how parents can extend and build on what their children know and can do at home.

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

Children are cared for in a warm, welcoming environment that is resourced with a good range of age-appropriate toys and games. Safety is given priority and ensures children can explore and investigate their surroundings safely and supports their feelings of security and self-confidence.

The childminder's practice ensures that children develop strong bonds and attachments with her and her assistant. Children demonstrate their confidence as they comfortably approach the adults caring for them and enjoy how they engage in their play. The childminder is a good role model and she approaches behaviour management in a calm and consistent way. She uses gentle reminders about sharing and taking turns so children learn to play cooperatively. Children are given positive praise and recognition for their efforts and achievements. For example, when they succeed in threading three bobbins, the childminder claps and cheers and children show their delight at their achievement with smiles.

Children are developing a satisfactory awareness and understanding of their own personal care. For example, they let the childminder know when they need to use the bathroom and they are able to access their own individual drinks that are regularly replenished by the childminder throughout the day. However, children do not always follow routine hand washing procedures, especially before they sit down to eat snacks. Nevertheless, the childminder operates safe care practices. A clean, well-maintained environment and regular risk assessments of the premises, resources, outings and school runs ensure children are kept safe. Good access to the outdoor play area, regular visits to local parks, support their physical development and enhances their health and well-being.

The childminder gathers relevant information from parents when children start attending which provides her with a base for establishing what children can do and their individual routines. This information helps with settling children into the provision and helps to promote a sense of belonging, ensuring that the transition between home and the childminder's provision is a positive experience.

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

The childminder has a secure knowledge and understanding of the learning and development and the safeguarding and welfare requirements. Children are effectively safeguarded in the childminder's care. She has a secure knowledge of signs and symptoms of abuse and is clear about the procedures to follow in the event that any concerns are raised. She has undertaken safeguarding training through the local authority to ensure she has the most up-to-date information.

The childminder and her assistant complete accurate self-evaluation and this has resulted in appropriate plans for further improvements. For example, they have been assertive in including in the self-evaluation, the area of observation, planning and assessment as an area for further development and through their continued efforts they are now undertake these effectively, which has resulted in children making good progress. Since the last inspection, where the childminder received a number of actions to improve and a separate monitoring visit, she has implemented effective changes and improvements to her practice. She now provides children with nutritious and healthy snacks and has worked with parents to ensure they provide children with packed lunches that are also healthy and nutritious. To consolidate this she has written and implemented a healthy eating policy, which has been shared with all parents. In addition, she was given an action to ensure that at least one person who has a current paediatric first-aid certificate is present at all times when children are being cared for on the premises or on outings. This was because her assistant did not have a first-aid certificate at the time and was previously being left in sole charge of children. The childminder has addressed this by no longer leaving her assistant in sole charge of minded children. The assistant has still not completed a suitable first-aid course but is effectively pursuing this. As the assistant is never left in sole charge of children, the childminder meets the requirements of the Early Years Foundation Stage. All other actions set at the last inspection were effectively met at the subsequent monitoring visit.

Suitability checks have been carried out on all adults living on the premises and children are never left alone with people who have not been vetted. Effective procedures are in place and followed, to ensure children are able to play in a safe and secure environment. These procedures include detailed risk assessments of the premises, outings, journeys to and from school and resources. All relevant documentation which supports children's safety and welfare, such as records of attendance and accident and medication records, are well maintained and kept confidential. A range of written policies and procedures has been implemented and are shared with parents.

Partnerships with parents are sound and the childminder shares all relevant information with them to ensure their children's needs are met. Partnerships with other providers are not as robust. Daily exchange of information is undertaken as the childminder takes and collects children from nursery. However, information with regard to children's learning and development is not routinely shared to enable either setting to consolidate, complement and support children's progress effectively.

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	EY451228
Local authority	Derby, City of
Inspection number	963505
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	5
Name of provider	
Date of previous inspection	04/12/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

