

Inspection date	23/05/2014
Previous inspection date	20/07/2009

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 knows the children well and subsequently, activities are tailored to the children's interests and provide a good level of challenge.
- Children develop close bonds with the childminder, who takes time to get to know the children well before they start. As a result, children feel secure in his care.
- Children's learning is well supported and extended, the childminder is an effective teacher and communicator. Consequently, children make good progress.
- Children become confident and independent in their self-care skills, which promotes their well-being.
- The childminder's good understanding of safeguarding procedures means that he is able to identify concerns and keep children safe.

It is not yet outstanding because

- Although the childminder provides a wide selection of high quality manufactured toys, children have fewer opportunities to investigate and explore natural materials.
- There is room to enhance the information shared with parents to provide even more opportunities for them to be involved in their child's ongoing learning at home.

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 children as they played in the lounge and kitchen areas of the childminder's home.
- The inspector spoke with children and considered the written views of their parents throughout the inspection.
- The inspector held discussions and offered to carry out a joint observation with the childminder.
- The inspector viewed a sample of documentation including the policies and procedures of the setting, qualifications and suitability checks.

Inspector

Elaine Tomlinson

Full report

Information about the setting

The childminder was registered in 1987 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife who is a registered childminder in a house in Derby. The whole of the ground floor, three bedrooms and a bathroom on the first floor and the rear garden are used for childminding. The family has fish as pets. The childminder attends a shops and park on a regular basis. He collects children from the local schools and pre-schools. There are currently nine children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, 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:

- increase opportunities for children to investigate and explore natural open-ended materials to further develop children's strong exploratory impulses and curiosity
- enhance the information, which is shared with parents to provide more opportunities for them to be involved in their child's ongoing learning at home.

Inspection judgements

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

The childminder creates a welcoming and challenging learning environment, where children choose from a broad selection of thoughtful resources, which help to support their all-round development. This means that children are excited to learn and settle quickly at activities when they arrive. Play is child-led and the childminder effectively encourages children to make choices about where and what they want to play with. Consequently, they become independent learners. The childminder has a good understanding of how to keep children motivated and interested. He is a skilled and knowledgeable teacher and effectively engages in meaningful play with the children. For example, he verbalises his thoughts when solving problems and makes good suggestions to develop the children's play. As a result, children have fun and learning is extended. This means they make good progress. In addition, the childminder knows when to step back and allow children the freedom to explore and experiment for themselves. Subsequently, children become confident in their abilities and develop a good range of skills, which help to prepare them for their future learning.

Children are encouraged to develop appropriate skills in mathematics, as they count aeroplanes and sort them into sizes using concepts including, bigger and smaller. The

childminder encourages children to examine the differences in toy cars and subsequently, children are beginning to make sense of the world around them. Children demonstrate their dexterity as they manipulate small construction toys and express themselves freely making robots and aliens. The childminder talks to the children, asking questions and modelling the good use of language. He introduces new vocabulary into play. This means that children become confident communicators. Children are encouraged to engage in physical activity, including riding on wheeled toys, running and jumping outside. The childminder encourages the development of children's literacy skills, he sounds words and letters out phonically, reinforcing older children's learning and encouraging them to write and make notes in their books. For example, he suggests that the children write shopping lists. Children have access to a wide range of good quality manufactured toys, which they enjoy playing with. However, there is scope to build on these resources with additional natural, open-ended materials to further develop children's strong exploratory impulses and curiosity.

The childminder has a thorough understanding of the capabilities of the children and has high expectations for their learning and development. A tailored and flexible settling-in procedure, enables the childminder to become familiar with children's individual needs and preferences before they start. Detailed discussions with parents further enhance this process and help to ensure that children are well supported during the transition into the setting. The childminder regularly assesses children's progress, including the completion of the progress check for children aged between two and three years. This information is used to effectively plan and provide activities, which encourage next stages of development. Planning is very flexible, meaning that the childminder is able to follow children's individual interests and emerging needs. The childminder takes time to discuss each child's learning on a daily basis with their parents. They are kept reasonably well informed about the developmental progress of their children during daily chats. Photo journals of the children engaged in play are shared with parents. However, there is room to enhance this information to provide additional opportunities for parents to be more involved in their child's ongoing learning at home.

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

The childminder has developed close bonds and attachments with the children and their parents. Children are well supported to express their feelings and seek comfort and reassurance from the childminder, who is attentive to their individual needs. As a result of this, children feel secure in his care. A flexible settling-in procedure allows time for the childminder to gather good information from parents about their child to ensure their initial needs are well met. Subsequently, children are emotionally well supported during the transition into the setting. The childminder is a fun and caring person. He plays happily with the children and shows enthusiasm as he laughs along with them. As a result, children also have fun and enjoy spending time in his company. The childminder is a good role model. He is polite and respectful to the children who are encouraged to use good manners as they learn to respect each other's differences. Children develop high levels of self-esteem, the childminder is encouraging and skilfully celebrates achievements throughout the day offering positive praise. Behaviour is consistently managed. The childminder is clear with his expectations of behaviour and, as a result of this, children

play confidently and cooperatively.

Children explore the homely environment confidently making choices as they play. Resources are stored in clear containers at accessible levels for the children, meaning that they are well supported to develop their own play. In addition, the routine of the day provides further opportunities for children to develop their independence skills. Older children are given tasks, including clearing the table at mealtimes and young children are supported to put on their own coats and shoes. The childminder takes all reasonable steps to ensure that his home is a safe enabling environment for children. Children learn about keeping themselves safe during the walk to and from school. The childminder reminds younger children to hold his hand and teaches good road safety pointing out any hazards. Older children are allowed to walk in front of the childminder. They wait at pre-arranged places. Therefore, children safety is well promoted. The childminder encourages the children to have a go at new activities and supports them effectively as they learn to take risks when they climb on apparatus at the park. This helps to support the well-being of the children.

The childminder demonstrates a positive attitude to keeping children healthy. Children are provided with a variety of well balanced meals and learn how to make good food choices. For example, they sort foods into groups at mealtimes. The childminder provides quiet areas for sleep and relaxation. Children share books together as they sit on comfortable chairs. This means that children's well-being is effectively supported. Regular outings to the park help to ensure that children understand the importance of exercise. In addition, free access to the outdoor area provides opportunities for the childminder to encourage the children to move and be physical at these times. Children are emotionally well prepared for when they start school. Close friendships are encouraged across the age groups and older children develop a sense of responsibility as they help to look after the younger children. These strong relationships along with accompanying their peers on the daily school walk means that children develop a sense of familiarity and belonging to the school. Therefore, this is an effective and smooth transition from the setting.

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

The childminder is fully committed to his responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. He has recently attended safeguarding training and consequently, he has a good understanding of how to keep children safe from harm. The childminder is clear on child protection procedures and who to report any concerns to, which helps to ensure the children are kept safe. In addition, all adults who live in the childminder's home have been subject to relevant Disclosure and Barring Service checks. A robust set of policies and procedures, which support the well-being of the children are in place and working practices ensure that they are adhered to. This promotes the welfare of the children.

Children make good progress while in the care of the childminder. He knows knows the capabilities of the children well and skilfully supports their learning through effective teaching methods. A broad range of interesting and developmentally appropriate activities

are flexibly planned, meaning that children are motivated to learn. As a consequence, they make good progress. The childminder is able to evaluate and reflect on his setting critically. Improvements in practice since the last inspection have enabled the setting to move forward. Additional strengths and weaknesses have been identified through self-evaluation procedures and plans to enhance practice support the ongoing development of the setting. The childminder shows a strong commitment to his professional development by attending any relevant training events that become available. Consequently, he is well informed to carry out his role effectively.

The childminder works in partnerships with parents. Parents are very positive about the care their children receive and comment on the sense of family, which the childminder creates. They feel supported by the strong relationships that the childminder has with the children. Effective strategies are in place to work in partnerships with the other settings that the children attend. The childminder engages in regular information sharing with the local school, which enables him to gather details about children's next steps in learning. He uses this information to inform planning and as a result, learning is efficiently complemented across settings. Likewise, the childminder demonstrates a positive attitude to working with other professionals and actively seeks interventions to support the emerging needs of the children, who benefit from this. The childminder co-minds with his wife, as a result, effectively shares and develops sound working practices.

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	259915
Local authority	Derby, City of
Inspection number	818570
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	20/07/2009
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

