

Inspection date	20/06/2014
Previous inspection date	06/01/2014

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

- The childminder ensures that children are safeguarded well in her care because she has a clear understanding of her responsibilities with regard to safety and child protection. This includes, ensuring the home is risk assessed and supporting policies to keep children safe are in place.
- The quality of teaching is good because the childminder has a good understanding of how young children learn and develop. As a result, children make good progress and are actively engaged in their learning.
- Children are happy and settled. They have a strong bond with the childminder, which ensures that they feel safe and secure and their emotional well-being is enhanced.
- The childminder works closely in partnership with parents and carers. She shares a wide range of information with them about their children's learning and welfare.

It is not yet outstanding because

- Although the childminder uses good open-ended questioning techniques, she occasionally does not give children time to think about their answers. This means that children's critical thinking and problem-solving skills are not always fully supported.

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 toured the premises used for childminding.
- The inspector observed practice and interaction between the childminder and children during play and at snack time.
- The inspector looked at a range of documentation including the childminder's policies and procedures, the children's learning development records and observation, planning and assessment procedures.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector checked the childminder's qualifications and evidence of her suitability.

Inspector

Ruth Hudson

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with one adult child in a house in the New Mills area of Derbyshire. The childminder occasionally works with an assistant. The whole of the ground floor and garden are used for childminding. The family has three cats and one dog as pets. She attends a toddler group and activities at the local children's centre. The childminder collects children from the local schools and pre-schools. There are currently five children on roll, two 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. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build on children's ability to think critically and problem-solve by allowing them sufficient time to think about their answers to the good open-ended questions used.

Inspection judgements

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

The childminder bases her practice on a secure understanding of how to promote the learning and development of young children. As a result, her interactions and teaching methods are good. She uses her knowledge of children's interests to provide a good range of activities to promote children's development and progression towards the early learning goals. As a result, children are happy and settled in her care and are making good progress. This is because prior to entry to her home the childminder collects a range of important information from parents and other settings the children attend, so that she is familiar with the children's capabilities, interests and routines. She uses this information and her own ongoing observations, to assess children's starting points and next steps in development effectively. The childminder successfully plans activities for children across all seven areas of learning and development. Consequently, children are making good progress and developing the key skills needed to prepare them for their next stage in learning, for example, school.

The childminder ensures that she sits at the same level as the children and provides good opportunities for conversation and discussion. This supports the children very well to develop their communication and language skills. The childminder talks to the children all the time, naming objects, describing what she is doing and using open-ended questions to extend and re-shape tasks. As a result, children are provided with good opportunities to play and explore and to be active learners. Although the childminder uses good open-

ended questioning techniques to extend children's language development and encourage them to solve problems, occasionally she does not give children enough time to think about their answers. This means that children's critical thinking and problem-solving skills are not always fully supported. The childminder uses her knowledge of the children's interests to support her to plan for their next steps in learning. For example, when the children ask to play with the play dough she extends the activity using number cards to support the children's counting and number recognition skills. The childminder challenges children to work out how many objects they have and how many more they need. As a result, their mathematical skills are well supported. The children happily play games together as the childminder sits with them supporting their turn taking and cooperation skills. She praises the children's achievements supporting the children's self-confidence and self-esteem. The childminder encourages children to share books. As they sit together reading, she leaves gaps for them to fill in missing words, asking questions about pictures and encouraging them to predict what will happen next. As she reads, the childminder runs her finger under the words supporting children's pre-reading skills and preparing them for their next steps in learning.

Partnerships with parents are strong. Children's development files are well documented and are shared with parents. The childminder understands the requirement to complete the progress check for children aged between two and three years and to work closely with parents to complete this when the time comes. She keeps parents well informed about what children have been doing during the day and shares ideas and resources to support children's learning at home. She actively encourages parents to share information about children's learning at home through regular discussions. The childminder uses this to inform her planning and gain a broader view of children's learning. The childminder works closely with other professionals to support the needs of children with special educational needs and/or disabilities. For example, she uses alternative and reinforcement communication systems to support children's communication development. As a result, all children including those with special educational needs and/or disabilities are making good progress.

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

Children are able to form secure attachments with the childminder and are clearly settled and happy in her home. This is because the childminder works closely with parents to ensure the children's individual needs are met. Parents are effectively encouraged to share what they know about their children before they start with the childminder. This includes children's likes, dislikes, interests, how they usually settle, important people in their lives and home routines. Consequently, the childminder can provide individually tailored care, consistent with that given at home. The childminder's well-planned settling-in procedures ensures a smooth transition between their home and the childminding setting effectively promotes children's well-being. The childminder introduces young children to larger group activities when visiting local playgroup sessions. This helps to prepare them for the move on to nursery when the time comes.

The childminder provides a welcoming environment making effective use of her house, the

summer house and the garden. A large range of resources are organised effectively in drawers and boxes kept at a low level and clearly labelled with pictures and words. As a result, children readily select what they want to play with and develop good levels of independence. Children behave well and the childminder has realistic expectations of them. She consistently acknowledges children's positive behaviour and considers her responses, so that they are reflective of children's individual needs and levels of understanding. She ensures that she is a positive role model and is calm and sensitive in her approach. This effectively fosters children's awareness of boundaries and helps them manage their feelings and behaviour in a way, which promotes their emotional well-being.

The childminder reminds the children of the importance of good hygiene practices as she ensures that children wash their hands before handling foods. Children are encouraged to develop a healthy lifestyle. A variety of indoor and outdoor physical activity is provided. The childminder makes good use of her garden, local parks and walks to school and nursery to enable children to benefit from fresh air and develop and practise their physical skills. She also uses her garden to grow fruit and vegetables with the children enabling them to develop an awareness of where food comes from. Children are taught to cross the road safely when walking to school and supported to use equipment safely. This enables the children to develop a sense of personal safety. Children show a good awareness of potential hazards. They are supported to be confident, take turns, play cooperatively and follow instructions supporting them to develop very good social skills and be ready for their next steps in education.

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

The childminder demonstrates a good understanding of her role and responsibility in relation to safeguarding children and protecting them from harm. She is fully aware of the signs and symptoms of abuse and the indicators that may alert her to a concern. There is a child protection policy in place and she is fully aware of the procedure to follow should she have a concern about a child in her care. All adults in the home are deemed safe and suitable to be in contact with children and Ofsted are notified of any changes, in order to safeguard children. Consequently, children are kept safe and their welfare is promoted. This is reinforced by other safe practices, such as security arrangements. The childminder has good systems in place to ensure the premises are secure. Visitors' identities are checked and the outside door is locked to prevent unauthorised people gaining access and the children leaving unaccompanied. Children are protected in the event of an accident as the childminder and her assistant have a current paediatric first-aid certificate. The childminder maintains detailed written risk assessments to ensure children's safety and good health within the setting. She checks the fire safety equipment on a regular basis and ensures that all toys and equipment are cleaned and checked regularly. As a result, children are cared for safely and their well-being supported effectively.

The childminder has received one monitoring visit and has made improvements since the last inspection. She has accessed support from the local authority, through other childminders in a support network and has attended a number of training courses. As a

result, the childminder now implements a robust and accurate system of observation assessment and planning enabling her to plan challenging learning experiences that meet children's individual needs. She has made improvements in her teaching practices and now has a better understanding of the seven areas of learning and is effectively using characteristics of effective teaching and learning to enable children to make good progress. The childminder is now working closely with parents and other professionals involved with the children. For example, she is working with the children's speech therapist to discuss ideas on how best to engage and support children with special educational needs and/or disabilities. The childminder has an appropriate policy in place for dealing with complaints and she has implemented new procedures for recording any concerns that may be received. The childminder now has written permission in place from parents to leave her assistant in sole charge of the children for short periods. The assistant has also completed required training in paediatric first aid. This contributes to maintaining children's health and safety. She has completed an informative self-evaluation document, which clearly outlines her strengths and identifies areas for development. All of this demonstrates how she is intending to maintain continuous improvement. As a result of the actions taken to address the areas for improvement, the childminder is now also complying with the requirements of the Childcare Register.

The childminder demonstrates a secure knowledge of the learning and development requirements and how children learn. She ensures that educational programmes cover all seven areas of learning and development. She has completed additional training to improve her knowledge and support the children she cares for. In addition, she also meets with other local childminders to discuss good practice issues. This demonstrates that she is committed to updating her professional knowledge and making improvements to her service. The childminder effectively reflects on the service she provides and has identified areas for development. She is aware that she is accountable for the quality of the work of her assistants, and undertakes observations of her assistant's practice to ensure that she is competent to care for children. The childminder has established a friendly and professional partnership with parents and carers so that she can meet children's needs effectively. She ensures that they are informed about their children's care and learning. They receive a good variety of communication through daily verbal exchanges and through the sharing of children's development records. Parents and children are actively encouraged to share their views and suggestions, in order to help inform plans for improving the service. For example, these are gained through questionnaires. These are complimentary about the service provided and the care of children.

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	EY104086
Local authority	Derbyshire
Inspection number	965254
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	5
Name of provider	
Date of previous inspection	06/01/2014
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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