

<b>Inspection date</b>	24/06/2014
Previous inspection date	29/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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**

- Children engage in an interesting range of play experiences, which the childminder makes purposeful through her good knowledge of child development and through effective teaching. She engages fully with children through their play and monitors their development well. Consequently, children are making good progress.
- Children develop extremely secure emotional attachments with the childminder. She is very caring and attentive and children are happy in her company and thoroughly enjoy their time at the setting.
- The childminder manages her provision well. She has a good knowledge and understanding of safeguarding and as a result, children are kept safe and secure.
- The childminder develops good partnership working with parents, resulting in the constant exchange of information. This leads to effective inclusion of all children.

#### **It is not yet outstanding because**

- There is scope to strengthen the already positive impressions children have of their own and others cultures and faiths, by providing more opportunities for them to engage in related activities and first-hand experiences.
- There is room to extend children's good sense of self and social awareness further, for example, by sharing photographs of their own extended family and discovering different family groups.

## 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 the childminder engage in a range of indoor learning activities with children.
- The inspector held discussions and completed a joint observation with the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and the suitability of other adults in the home.
- The inspector sampled a range of policies, procedures, records and developmental files.
- The inspector also took account of the views of parents and carers through testimonials and responses to questionnaires.

## Inspector

Yvonne Layton

## Full report

### Information about the setting

The childminder was registered in 1995 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband in a house in Chesterfield in Derbyshire. The childminder's husband occasionally works as an assistant. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. The childminder or assistant takes and collects children from the local schools. The childminder attends the local toddler groups and regularly takes children on various outings within the local and wider area. There are currently six children on roll, four of whom are in the early years age group. They attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. 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:

- strengthen the positive impressions children have of their own and others cultures and faiths, for example, by extending activities and increasing opportunities for them to experience the wider community first-hand
- build on the already strong promotion of children's personal, social and emotional development, for example, by using photographs of their own extended families and provide opportunities for them to develop their understanding about the different family groups, to enrich their sense of self and social awareness.

## Inspection judgements

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

The childminder teaches young children the key skills they will need to support their future learning well. She thoroughly understands how children learn best and what their interests are, enabling her to provide suitable play opportunities for them. The quality of teaching is good and the childminder is skilful in promoting the characteristics of effective learning. She gives children time to think about what she has asked them and then follows up their responses with supportive language or actions. She constantly talks to children at their level, giving opportunities to extend and challenge them with good questioning. For example, as young children play with a small garage and vehicles, the childminder encourages them to 'put the car in the garage' and questions 'can the car come out?' and 'where has the car gone?' In addition the childminder uses signing as she asks questions and when she is imitating an ambulance siren. During child-led learning, the childminder knows when to engage with children and when it is more appropriate to observe what is

taking place. For example, the childminder steps back to allow children time and space to investigate a shape sorter. She then talks to them about the shapes they have chosen as they post them.

The promotion of children's language and communication skills are given a high priority by the childminder. These are extended and promoted through discussions, routines, spontaneous and planned activities. The childminder holds rich, purposeful conversations with children using challenging open questions, which make them think critically. With babies and younger children their communication is enhanced as the childminder also uses good non-verbal communication; she emphasises words, repeats them and sounds the words out. All children are able to confidently self-select resources and the childminder provides rich opportunity for them to explore and experiment freely. For example, they confidently make dens in the home and outside using large boxes and drapes. Children's learning about nature is extended as they visit city farms, the pet shop and interesting gardens. Children feed and watch the fish in the childminder's pond. They monitor the lifecycle of frogs that live in the pond. Children explore and investigate as they dig in the garden, talking about the worms and wood lice they find. A wide range and variety of outings are a major part of the childminder's provision. The childminder makes sure that all children gain from the experience. Visits to museums and different towns, which they reach by travelling on the train or bus, all enrich children's learning and ignite their interest. For example, their learning is extended as they investigate their reflection when they visit a water wall. Children's interests are positively responded to. For instance, children's interest in transport is enriched as they visit a motorcycle dealership. In addition, the childminder plans purposeful additional activities prior to outings, to further promote children's learning. For example, children create maps before going on a country walk. Children are starting to develop a love of books as they enjoy spontaneous and planned story time and regularly visit the library. Drawing and writing resources are always available. Children are able to freely express themselves in drawing and art and craft. For example, older children are engrossed in a long-term imaginative activity of creating their own school with the childminder. They have created a star of the week and constructed registers and 'rules' for their school. The childminder's pictures are marked and graded by children.

The childminder plans a good range of well-balanced activities that take full account of the individual children's development and the next steps in their progress. Activities place a high focus on the prime and specific areas of learning. The childminder observes children as they play and makes sure they are making progress across all areas of learning by tracking their learning in line with expected developmental milestones. Each child has their own assessment bag, designed by the childminder, which contain individual learning and development files. Children's next steps reflect their ability and are included in individual planning, so that they receive challenge and consolidation to help them make continuous progress. The childminder shares information with parents verbally and by the use of daily diaries. She completes regular summative reports and when appropriate, completes the progress check for children aged between two and three years. Any areas of concern are quickly highlighted and steps are taken to further support the child. Parents are actively encouraged to share what their child knows and can do from the start of their child's placement. Systems to encourage parents to extend children's learning at home are well-established. This means that the childminder makes sure that children gain the skills they

need to be ready for the next stage in their learning, including starting at pre-school or going into reception class.

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

The childminder is committed to children and they are clearly happy and settled in her care. They form secure emotional attachments with her and appreciate her appropriate, warm, cuddles. Children are confident and feel safe and secure with the childminder. They readily seek and receive her reassurance, in particular babies and children who are a little shy. The childminder is mindful of children's emotional well-being and provides good support to them and their families, so that children feel comfortable with her and gain a sense of belonging. This supports their well-being and promotes smooth transitions for them from home to the childminder's care. The childminder works closely with parents to support children's care needs effectively. Children are acquiring the suitable attitudes and dispositions they need at school or for the next stage in learning.

The childminder is a good role model and positive use of consistent strategies and age appropriate explanations provide children with a clear understanding of acceptable behaviour. Children interact well with the childminder and are developing their social skills as they learn to play more cooperatively with their peers. The childminder shows kindness and respect to children, giving them choices and waiting for them to make decisions. This gives children the confidence to independently explore their environment and therefore, extend their own learning. The childminder shows good levels of interest in what children say and do; offering frequent praise and encouragement. In addition, they are able to share their feelings through an emotion poster with pictures of different facial expressions. With younger children she uses lots of non-verbal expression, repetition and role modelling, which effectively enables them to start to learn about what is acceptable behaviour. Trips to local groups and outings provide further opportunities for children to mix and socialise with a wider peer group. Consequently, children display very little unwanted behaviour because they are well occupied, feel valued and have good levels of self-esteem and confidence. The childminder is skilled in encouraging children's independence, inclusion and learning during play and daily routines. She engages children well in learning about different cultures and people through planned and spontaneous discussion and activities. There is scope to enhance children's social awareness and learning about diversity further by maximising opportunities for them to learn about their own and others cultures and faith. For instance, by providing more activities that extend their experience of the wider community first-hand. Similarly, there is room to develop children's self-awareness even further. The childminder does not currently use photographs of children's family to promote a sense of self or consider ways to share with children the different family groups in society.

The childminder provides strong routines and activities so that children learn about being healthy. Food related activities encourage children to learn about healthy eating. For example, they consider healthy options when they bake and cook. Physical skills and exploration are well-promoted, as children have daily opportunities to play in the garden, visit local parks and children's groups. For example, children enjoy completing an obstacle

course in the garden. In addition, they regularly go walking with the childminder on country trails. Children learn about self-care and safety during activities and outings. For instance, when children go on a train journey they consider how to wait safely on the platform and get on and off the train.

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

The childminder prioritises safeguarding to a good standard. She has completed safeguarding training and has a strong knowledge of her duty to protect children and the procedures to follow in the event of a concern about a child. All required household members are suitably vetted and the childminder monitors who has access to children. The childminder has established effective policies and procedures to support the safe and efficient management of the service provided. These are shared with parents, providing them with an insight into the childminder's role and responsibilities. All other required documentation is in place and is maintained well. In addition, the childminder is clear about her responsibility for her assistant. All required documentation, including consents, about the role and responsibility of her assistant is in place. For example, he provides transport for some outings and all required consents from parents, insurance and car safety equipment is in place. Thorough risk assessments, plus daily checks and robust routines ensure children's safety both in the home and on outings. This means, that children are protected and their well-being assured.

Since the last inspection by Ofsted, where the setting received a number of actions to improve and a subsequent monitoring visit, the childminder has implemented effective changes and completed all actions successfully. The childminder now has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children's progress is carefully monitored, assessed and tracked. Activities are planned to meet their individual progress needs and next steps in their learning. The childminder completes summative reports, including the progress check completed for children aged between two and three years. These clearly identify the next steps in children's learning. Currently, no children attend any other settings. In preparation, however, the childminder has devised a communication document, which she plans to use. Thereby, ensuring she and any other settings, children attend in the future, effectively share and support continuity of their learning. The strong partnership with parents also contributes significantly to meeting children's learning and development needs and promoting their well-being. Therefore, parents are confident to leave their children in the childminder's care. There is a high level of communication with parents, which ensures continuity of children's care, learning and development. The two-way sharing of written information, including, a daily diary and verbal information, enhances parents' experience and extends children's learning. This, combined with a parent information pack, means that they are kept well-informed about the childminder's setting and what their child is doing. Parents are pleased with the quality of the provision. One parents states, 'Excellent service, wonderful, happy children, happy grown-ups.' Parents are also fully informed about what to do in the event they have a complaint as the childminder has devised a written procedure for complaints.

The childminder effectively monitors the delivery of the educational programmes within her setting. This means that children's development is tracked effectively to ensure that they are making good progress in line with their peer group. She ensures her practice is fully inclusive to support the needs of children who attend the setting. The childminder has a renewed confidence in her abilities and recognises the areas she needs to develop. As a result of this the childminder now actively evaluates and reflects on her own skills and the quality of her provision. The childminder maintains her own training and development file and has completed all required and additional training courses. Parents' views about all aspects of the setting are sought by discussion and through questionnaires. Children have an active voice in sharing their ideas and their opinions are readily sought. They complete children's questionnaires. One states 'You can play with everyone and everything.' All of this demonstrates the childminder's eagerness to ensure that she continues to provide a quality provision for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	207471
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	965257
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/01/2014
<b>Telephone number</b>	

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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.

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.

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