

Inspection date	22/07/2014
Previous inspection date	23/01/2014

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

- Children are effectively safeguarded. This is because the childminder has completed recent child protection training. She has a secure understanding of her role and responsibilities, and follows effective procedures to protect children.
- The childminder is kind and caring with children, which results in them feeling secure. They are forming warm attachments with her.
- The childminder gathers useful information from parents to help their child settle and works flexibly to meet the ongoing and changes needs of parents.

It is not yet good because

- The childminder's teaching skills are not consistently implemented in practice so that children are best supported to make good progress towards the early learning goals.
- Children's opportunities to learn about keeping healthy and safe are not always maximised because the childminder is not consistent in the way she uses her variable teaching skills.

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 spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector discussed observations with the childminder.
The inspector sampled a selection of documentation, training and qualification
- certificates, attendance records, child development records, documents relating to children's welfare and learning, and written policies and procedures.
- The inspector took account of the views of parents.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Ordsall area of Retford, Nottinghamshire. All ground floor areas of the home are used for childminding, with bathroom facilities located on the first floor. There is an enclosed rear garden for outdoor play. The family has a pet dog. She provides care Monday to Friday all year round from 7.30am to 6pm. There are currently three children on roll, all of whom are in the early years age range. The childminder is a member of the Professional Association for Childcare and Early Years and holds a qualification at level 3.

What the setting needs to do to improve further

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

- consistently implement effective teaching and learning in practice so that children are best supported to make good progress towards the early learning goals.

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

- maximise opportunities to teach children about keeping healthy and safe, for example, by talking to them about the benefits of hand washing to stop germs from spreading and eating food correctly so they do not choke.

Inspection judgements

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

The quality of teaching is variable, resulting in children not being consistently challenged or provided with good opportunities to enhance and extend their learning. This is because the childminder does not consistently use effective teaching skills to engage and follow through children's interests. For example, during play activities, the childminder at times interacts with the children and provides some toys, but her role is limited to a supervisory one, rather than offering effective teaching and learning opportunities for children. The childminder focuses too much on the inspector, and as a result, children miss out on many learning opportunities. Despite this, children are making steady progress in their learning and development given their starting points. The childminder recognises the importance of preparing for their move on to school by helping them increase their concentration and listening skills. She uses listening games which encourage children to be quiet and listen to various sounds, such as the sound shells and coconut shells make when pushed or tapped together.

The childminder suitably tracks children's development by undertaking regular observations. These are used to inform future planning of play to promote children's individual next steps in their learning. From the observations, the childminder completes assessments. These are used to support each child in their next steps of learning. The childminder also uses photographs, early writing activities and creative artwork to help her monitor how well children are progressing and what their individual next steps are. These are recorded in each child's development file and shared with parents to help them understand how their children are progressing. An additional daily diary is completed by the childminder, which is used to share information about the child with their parents, who also contribute, should they wish to share any events from home. The childminder makes suggestions to support parents in continuing to help their child learn at home. For example, she provides parents with ideas to support their child's literary skills, such as using paintbrushes and water to make marks outside in their own back garden.

Children happily play on their own and enjoy making marks on paper with crayons. They proudly show their end product to the childminder, who praises them warmly on their achievements of forming lines and circles. This raises children's self-esteem and encourages them to attempt making more marks to enhance their literacy skills. Children use their imaginative skills well. They hold toy dinosaurs, bouncing them against one another while making roaring sounds. Younger children explore treasure baskets. They manipulate objects in their hands, such as wooden balls and coconut shells, developing their physical skills and exploring differing textures from natural materials. The childminder links with the teachers at school and complements children's learning by continuing interests that they participate in at school. For example, children are looking at 'under the sea'. The childminder supports children appropriately in their skills using technology. Children select and print out pictures of various sea creatures that live in the sea. For example, they cut out shapes of jellyfish and use scissors to make tentacles. The childminder displays them on the wall so children can see their end achievement. This helps children feel valued and proud of what they have done. Furthermore, the childminder uses the displays to recall the activity and talk with children about creatures who live under the sea. This helps children develop their language skills and understanding of the world.

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

Due to the childminder's variable teaching skills, opportunities to maximise children's overall well-being are not consistently promoted. She talks to children about keeping safe but sometimes misses the opportunity to extend their learning. For example, during mealtimes, the childminder reminds children to chew their food but does not expand on why it is important to do this so they do not choke. The childminder also talks to children about keeping healthy. For example, children use the toilet they know to wash their hands afterwards. However, the childminder again misses the opportunity to expand on why it is important to wash their hands in order to stop germs from spreading so that children keep healthy and learn about personal hygiene routines effectively. The childminder offers children varied light snacks and meals which meet children's specific dietary requirements, as discussed and agreed with parents. Children enjoy making choices in their fillings for their sandwiches and where they would like to sit. Children sit in highchairs or at the table

while feeding themselves, enjoying cheese or meat sandwiches on brown bread. They recognise when they have had enough and politely inform the childminder. Children spend time outside enjoying the fresh air while exercising. They spend time in the back garden as well as visiting the park and walking to and from school.

Established relationships between children and the childminder are secure. Children enjoy the company of the childminder and demonstrate how they feel by asking questions, moving around the home with ease and confidence and being familiar with the routines. The childminder understands and values the importance of gathering relevant information from parents when children first start. This enables the childminder to plan and provide appropriate activities pertinent to the child to help them settle while building upon their interests. The childminder helps children move on to school carefully. She ensures children become familiar with their new surroundings. For example, she takes them into their new environment and also links with their new teacher, sharing information which has been discussed and agreed with parents. The childminder understands the importance of praising positive behaviour and being a good role model for all children. As a result, children are well behaved, polite and regularly say, 'please' and 'thank you'. Children are happy and settled, and develop secure emotional attachments because the childminder promotes their confidence and independence successfully.

The childminder's home is welcoming. She values children's own creative artwork by displaying their achievements on the wall. There is some information about the service she provides also displayed for parents to view at their leisure. The childminder makes suitable use of the home and garden, and has an appropriate range of toys, resources and equipment which are used well to support children in their all-round development. The childminder has embedded some positive routines to help children learn about taking care of the toys. For example, children know to help tidy away the toys and sing a 'tidy away' rhyme while they complete the task. This also helps children have a sense of belonging and develop social skills as they share the task together. Toys inside and outside are safe and suitable for their purpose. Children show suitable levels of independence as they select toys of their choice, which are easily accessible. This is because the childminder places toys for younger children on the floor or on low-level shelving, making them easy to reach.

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

The childminder safeguards children well. She has completed recent child protection training and has a secure understanding of her role and responsibilities to protect children. She has secure knowledge on the procedures to follow should she have any concerns regarding a child in her care, and all relevant contact numbers are readily in place should this be required. Furthermore, she has clearly written policies supported by an appropriate range of additional information for reference. The childminder ensures that all adults living in the household are suitable. This is because she understands the importance of ensuring all individuals complete a Disclosure and Barring Service check. All areas where children play are safe and secure, and any potential hazards are minimised because the childminder undertakes suitable risk assessments. For example, before children go

outside, the childminder checks that it is free from dog faeces, and children are unable to leave the garden independently because she ensures the gate is secure. Furthermore, the childminder ensures that toys and equipment are safe and suitable for use. For example, she washes toys on a regular basis as well as involving children in helping clean toys as an activity. Before children undertake outings with the childminder, she ensures that the areas where they will be going are safe to do so. For example, regular walks to and from school are monitored to ensure any changes to the route are risk assessed in order to keep children safe. The childminder supervises children carefully while they are in her care and ensures that they are not left with anyone who is not vetted. A suitable range of written policies, procedures and records successfully underpin the running of the service. The childminder meets all welfare requirements of the Early Years Foundation Stage. For example, child attendance records are robust and clearly identify the arrival and departure of children. These are also accurate and well maintained, which ensures adult-to-child ratios are met effectively.

The childminder understands the importance of working sensitively with parents throughout the time their child attends. She also works closely with teachers in order to continue to support and meet the needs of children who attend other settings. The childminder involves parents from the start, gathering useful information about their child's level of development and their overall needs. She maintains a regular way of communicating and keeping parents updated about their child's overall needs and progress. Daily discussions and the sharing of a written daily diary are used to help parents understand what their children have been doing while in the care of the childminder. The childminder works well with parents, encouraging them to contribute information verbally and in writing regarding events that children have been involved with at home. This helps the childminder continue to plan activities and experiences which children have shown an interest in. She works well with other childminders and local authority professionals to share best practice and new ideas, which benefit children.

Since the last inspection by Ofsted, when the childminder received a number of actions to improve and a subsequent monitoring visit, she has met all actions relating to children's safety and monitoring of their overall development and progress. She regularly reflects on the service she provides to ensure the outcomes for children continue to improve. For example, she has worked closely with early years professionals to improve her knowledge and understanding of the seven areas of learning and development. She plans relevant activities building upon children's interests, and plans their next steps while adhering to children's individual learning styles. The childminder has recently completed training to support children further in their speech and language skills. She also observes how children play as a way to monitor the educational programmes, ensuring that children are benefiting from their time while in her care. The childminder also talks to parents about the service she provides, welcoming any further ideas to make continuous improvements. This helps the childminder in meeting their children's changing care and learning needs.

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	252184
Local authority	Nottinghamshire
Inspection number	965252
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	23/01/2014
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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