

Inspection date	28/07/2014
Previous inspection date	11/10/2011

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

- Teaching is good because the childminder identifies where children need support and clearly links this into the planning, effectively observing and assessing their progress on a regular basis. As a result, children make good progress.
- The childminder effectively safeguards children as she has a sound understanding of child protection procedures and continually checks the premises for any risks or hazards.
- Through settling-in procedures, the organisation of the space and regular outings, the childminder effectively supports children to feel comfortable within her setting and to become confident and independent in different situations.
- The childminder is reflective of her own practice, including regularly gathering input from others, to make changes that positively affect children in her care and to identify future targets.

It is not yet outstanding because

- The good partnership with parents and carers could be further strengthened by providing more examples of how they can support their child's next stages of learning at home.
- There is scope to enhance the range of resources to further stimulate children's imagination and creativity, for example, through the provision of more flexible and natural resources.

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 in the lounge and the outside learning environment.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at children's assessment records, planning and other documentation.
- The inspector checked evidence of suitability of adults living on the premises, training and the self-evaluation form.
- The inspector took account of the views of parents and carers gathered in the childminder's survey.

Inspector

Justine Ellaway

Full report

Information about the setting

The childminder was registered in 1987 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Belper, Derbyshire. The whole of the ground floor, along with a bedroom on the first floor and the rear garden are used for childminding. The childminder collects children from the local schools and pre-schools. There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except 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:

- build on the already effective partnerships with parents and carers by providing further information about how they can support their child's next stages of learning at home
- enhance the range of resources to further stimulate children's imagination and creativity, for example, through the provision of more flexible and natural resources.

Inspection judgements

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

The childminder has a sound understanding of how children learn and, as a result, children make good progress towards the early learning goals. She uses her observations of children's learning, as well as regular assessments of their progress, to prioritise the support for children's next stages of learning. The childminder records clear and succinct information that is easy to read and understand. This includes the information that she records in the progress check for children between the ages of two and three years, so that other professionals have the necessary information to ensure early intervention if it is required. The childminder plans appropriate activities that support each individual child, as well as giving children a variety of enjoyable play opportunities across the seven areas of learning. The childminder provides regular outings within the local community to support children's social development. She provides opportunities for children to develop an understanding of the world, for example, as they grow cress and flowers and observe the changes over time.

Through discussions, instructions and questions, the childminder effectively supports children's communication and language skills. For example, she instructs children to go and find certain items and bring them back to her. This enables children to develop an

understanding of how to follow instructions and complete actions. As children initiate conversations, the childminder chats to them and asks simple questions to extend the discussion. She develops children's vocabulary as she supports them to learn new words, introducing them during play and encouraging children to repeat them. The childminder also explains what she is doing during play, which helps children to learn new techniques, such as, holding tools at a different angle during a painting activity to make lines of different widths. This helps children to develop the skills they will need for their future learning. The childminder effectively supports children's physical development through a range of activities. For example, they play with balls and the childminder encourages them to kick or throw them at a particular target. She incorporates mathematics into different activities, to support children's understanding of counting as well as shape and space. For example, as children play in the sand she talks about filling a container and demonstrates when it is full.

The childminder gathers and shares useful information with parents and carers to identify children's initial stages of development and any support they may need. She provides daily verbal feedback about what children have been doing concerning the activities. She shares her termly written assessment of children's stage of development with parents and carers, so that they are kept up to date of their child's progress and their next stages of learning. In response to parent and carer requests regarding what they want their children to learn, the childminder provides examples of how parents and carers can support this. However, there is scope to expand on the frequency of this information, for example, by always providing examples within the termly assessment. Therefore, enabling parents to fully understand what is expected of children at a particular stage of development and as a result, ensure the support is consistent.

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

The childminder gathers useful information from parents and carers when children first start to support their needs and continue their home routines. She shares her settling-in process with parents and carers, so that they know what to expect. The childminder promotes a calm and relaxed approach, which results in children being very confident, comfortable and secure in the environment. This includes when there are visitors to the setting. This effective settling-in support promotes children's emotional well-being and helps children to feel comfortable as they move onto other settings. To further support children and dispel any anxiety that they may feel, the childminder takes children to the new setting when she drops off or collects other children. She also reads relevant stories to children, for example, about going to school. She shares a useful policy with parents and carers so that they know what support the childminder is providing.

The childminder effectively supports children to learn right and wrong and an understanding of the expectations. She gives quick and simple explanations of the routines and she displays the house rules in pictorial form for children to look at. She reminds children's of the expectations, for example, that she expects them to sit at the table to eat their meals. Children interact really well with each other, even at a young age. There are very few, minor squabbles and the childminder gives children time to try to

resolve these, before she steps in. When she does need to intervene, she uses appropriate methods that reinforce why certain behaviours are inappropriate. The childminder makes good use of the space to support children's independence and opportunities to engage in child-initiated play. She uses the attractive and spacious garden as much as possible. This includes during the winter, so that children are able to regularly benefit from playing in the fresh air. The childminder lays out the toys and resources in different areas, so that children can move around freely and decide where they want to play. As a result, children choose toys and resources independently and engage in play without adult direction. The childminder provides a suitable range of toys and resources, for example, sit-and-ride toys, balls, books, small world toys and construction. Children enjoy using their imagination as they engage in pretend play with toys such as the road and rail. However, on occasion, children prefer to play with a storage container rather than the actual resources. Therefore, there is scope to further promote children's imagination and creativity through the provision of a wider range of resources, for example, natural and flexible resources.

The childminder effectively encourages children to develop their self-care skills. For example, she encourages children to help with the preparation of snack as they cut up their own banana, spread their own cracker and pour their own drink. The childminder effectively teaches children about the importance of hand washing and how to ensure that their hands are clean. She always explains why they are washing their hands and asks questions to encourage them to recognise when they have washed all the dirt off. The childminder teaches children the importance of wearing sun cream and involves them in putting it on to minimise any reluctance they may have to wearing it. At meal and snack times the childminder talks to children about the importance of the healthy foods they are eating to help them develop an understanding of a healthy lifestyle. The childminder effectively supports children's understanding of how to stay safe through discussions. She regularly carries out an evacuation of the premises, so that children learn to stay calm in the event of an emergency. She teaches children how to use the knife safely when preparing their snack, which helps them to understand how to assess and manage risk. She talks to children about the rules and road safety when they are out, so that they learn to recognise dangers.

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

The childminder effectively meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a sound understanding of how to ensure children are safeguarded with regards to child protection issues and procedures. She has a clear policy on the use of mobile telephones and cameras, which she shares with parents and carers, to help ensure children's safety on the premises. The childminder carries out continual visual checks of the premises and implements effective safety measures to ensure that children can play safely. For example, she encourages children to tidy away particular toys and resources, so that they do not present a tripping hazard. All household members are known to Ofsted to enable appropriate checks to be undertaken. The childminder regularly checks the fridge temperature to ensure that food is stored safely.

The childminder keeps herself up to date with changes to childcare practices through research on the internet, discussion with other childminders and regular contact with her local authority improvement officer. She welcomes any feedback from the local authority and takes appropriate steps to incorporate any suggestions. She also gathers additional information to enable her to develop her practice where appropriate. For example, she makes effective use of information gathered, to enable her to consider how she can cover several areas of learning within each activity when planning and ensure that there is appropriate challenge. As a result, children make good progress towards the early learning goals. The childminder has recently expanded her tracking system, so that she can clearly show what progress children are making and quickly identify any gaps in their learning. She uses a very clear and useful termly planning sheet to ensure that she is covering the areas of learning consistently and therefore providing a broad and balanced curriculum. The childminder regularly gathers feedback from parents and carers. She acts on this and makes appropriate changes, for example, simplifying the forms she uses to gather information about children's needs and routines. Parents and carers are happy with the childminder and rate her as 'very good'. The childminder's evaluation of her practice is useful and enables her to identify relevant areas for improvement.

The childminder shares a useful pack of information with parents and carers about her setting. This includes important policies and procedures, such as the sick child policy. This ensures that parents and carers are informed of factors that affect the care of their child. The childminder has a daily discussion with parents and carers about children's needs and routines during the day, so that the care they receive is consistent. The childminder has a suitable understanding of how to support children with special educational needs and/or disabilities. This includes identifying appropriate training that would develop her knowledge and skills to enable her to meet the needs of each child. The childminder demonstrates a suitable understanding of how to support children who speak English as an additional language. The childminder is proactive in gathering and sharing information with other settings that children attend. Through the provision of a useful and detailed transition report, she enables staff in the other setting to support children to settle quickly and easily. This also means that the staff can complement the support for children's learning and development, and therefore ensure that this is consistent.

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	207514
Local authority	Derbyshire
Inspection number	818064
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	11/10/2011
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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