

Inspection date	17/09/2014
Previous inspection date	18/11/2013

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		2
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

- The childminder successfully identifies and minimises risks within her home and is aware of her responsibilities to protect children from abuse and neglect.
- Positive partnerships are in place between parents and the childminder. Children relate well to the caring childminder. Consequently, children settle and form secure emotional attachments, which enables them to feel confident in their surroundings.
- Children's behaviour is good because the childminder provides clear guidance for children about what is acceptable behaviour.

It is not yet good because

- Children are not always supported to develop their critical thinking skills because the childminder has a limited knowledge of how to promote the characteristics of effective teaching and learning.
- The childminder does not always use a variety of teaching strategies, including giving children choices and modelling single words, to maximise opportunities for children and babies to develop their early language skills.
- The childminder has begun to evaluate her provision through the use of self evaluation but this process is not embedded to ensure improvements are consistently applied to improve outcomes for children over a sustained period of time

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 during activities indoors.
The inspector checked evidence of suitability of all members of the household and
- looked at children's learning journey records, a range of other documentation and discussed self-evaluation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers from information including written comments from parents.

Inspector

Dawn Larkin

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her parents in a house in Hucknall, Nottinghamshire. The whole of the ground floor, one bedroom and bathroom on the first floor and the rear garden are used for childminding. The family has a bird and tropical fish as pets. The childminder attends a playgroup and activities with children in the local community. She visits the shops and park and collects children from the local schools. There are currently 10 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 6.30pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge of the characteristics of effective teaching and learning so that children's critical thinking skills are promoted to support them to make good progress towards the early learning goals.

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

- strengthen the use of a range of teaching strategies, including giving young children choices and repeating single words, to maximise on the existing opportunities provided for children and babies to develop their early language skills
- further develop the use of self-evaluation systems to ensure improvements are consistently applied to improve outcomes for children over a sustained period of time.

Inspection judgements

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

Children make steady progress in their learning and development and are developing the skills they need to help with the next steps of their early education. The childminder demonstrates an improved understanding of the Early Years Foundation Stage and overall the quality of teaching is sound. However, the children's creating and critical thinking skills are not fully promoted because the childminder does not have a good knowledge of this characteristic of effective teaching and learning. For example, she does not demonstrate

how to support children to have their own ideas and find ways to solve problems, or encourage them to make links in their learning. Therefore, this does not support children to make good progress towards the early learning goals.

The childminder has made improvements to her assessment and observations of children's learning since the last inspection. Ongoing observations are now carried out and the childminder uses information gained from these to make assessment of children's achievements. As a result, she is able to demonstrate a sound knowledge of individual children's development. The childminder knows what their interests are and what they need to learn next. This ensures children's learning is matched to their individual needs and the childminder is able to provide activities that promote their development and which children enjoy. For example, through her observations she knows young children in her care need encouragement to pull themselves up to support them to stand. Therefore, she provides young children with activities that interest them at a higher level, for example, an activity cube, to encourage children to pull themselves up to standing. The childminder make regular assessments of children's progress and shares this with parents. Suitable communication with parents ensures they are informed if children require additional support in any areas of learning. This is because the childminder communicates daily with parents about their child's learning and care.

Children's personal, social and emotional development is promoted well by the childminder. She interacts with children in a positive manner and at their level, providing them with lots of eye contact and positive reinforcement. This supports their self-esteem and emerging communication skills because it shows the children she values what they are doing. The childminder generally supports the children's speaking and listening skills well because she comments on what they are doing and repeats their babble. This reinforces to the children that their vocalisations are important and convey meaning, and so children increasingly experiment with sounds. However, there are opportunities for the childminder to maximise children's early language skills by strengthening her use of teaching strategies that will encourage children to communicate for a variety of reasons. For example, by saying single words when passing toys or objects to young children to support them to attach meaning to words, and by giving children choices so that children are encouraged to express what they prefer or need.

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

The childminder has created an environment that is inviting to children. This helps them to feel settled because they are excited to explore and investigate their surroundings. Children are happy and demonstrate good levels of confidence because the childminder has developed close and caring relationships with all the children. In addition, children settle well because the childminder obtains relevant information from parents so that she has a clear understanding of their individual care routines and interests. This ensures children are emotionally prepared for their next stage in their learning.

Children are generally encouraged to develop their independence skills with the childminder and are given some opportunities to do so. For example, older children show

independence through self-care by visiting the bathroom independently and selecting their own resources they wish to play with. The childminder promotes a healthy lifestyle because children have regular access to exercise and outdoor play along with healthy meals and snacks.

Children play and behave well because the childminder is a good role model. Children are given clear messages about sharing, turn taking and being kind to one another. This is reinforced by the childminder's house rules that are displayed in the living room. She uses a calm and gentle approach with the children, giving them consistent praise and encouragement. This promotes their self-esteem and confidence. Children learn about keeping safe because the childminder talks to them about road safety when they are out and about. The use of risk assessments and the appropriate use of safety equipment, such as safety gates, ensures children are able to explore and investigate their surroundings safely. This supports their feelings of security and self-confidence.

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

The childminder has a suitable understanding of her responsibilities in meeting the safeguarding and welfare requirements and implements these appropriately to promote children's safety and well-being. The childminder is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. Children are safe and secure within the setting as the childminder identifies and takes action to reduce the risk of potential hazards. All areas used by the children are checked before they arrive and children are closely supervised at all times. Relevant records are kept, such as accident and medication records. All adults living on the premises are suitably vetted.

There have been some significant improvements in the childminder's provision since the last inspection by Ofsted and the three subsequent monitoring visits. As a result, she has met all actions related to health and safety and teaching and learning. For example, the childminder has completed first-aid training, obtaining and maintaining a valid certificate. This ensures the childminder has the appropriate knowledge to support children's well-being should an accident occur or children in her care become unwell. The childminder has improved her knowledge and understanding of the requirements of the Early Years Foundation Stage. Consequently, she now supports children to make steady progress in their learning. The childminder now completes regular observations and uses this information to assess children's progress across the seven areas of learning in relation to their age and stage of development. She uses this information to plan and provide appropriate levels of challenge and support in children's play, taking into account their next steps for learning. Links with other childminders and access to online professional advice enable the childminder to share ideas and improve practice. She demonstrates a positive commitment to improving the service she offers to children and works with the local authority to improve her provision and the outcomes for the children. The childminder has begun to develop some suitable systems of self-evaluation that include identifying some strengths and weaknesses about her provision, and is beginning to gain

parents views. However, the childminder's evaluation of her provision is not embedded to ensure improvements are consistently applied and fully effective in sustaining and improving the quality of the provision for all children.

The childminder has some suitable procedures in place to ensure that parents are kept up-to-date about the service she provides. For example, she shares her routine and policies with parents. She also communicates with parents regularly about the children's care and the activities they have been involved in while in her care. The childminder has a clear understanding of the importance of sharing information with other providers of the Early Years Foundation Stage. She has forged links with local schools and processes are in place for exchanging information to aid children's learning and care.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY445997
Local authority	Nottinghamshire
Inspection number	978719
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	18/11/2013
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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