

Inspection date	01/10/2014
Previous inspection date	24/03/2009

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

- Children are happy and secure with the childminder and in the setting. They show strong levels of attachment and interact well with her.
- The childminder has a sound knowledge of child protection procedures. As a result, children are protected and kept safe.
- The childminder has a good understanding of how to promote the health and safety of children in her care. She assesses the risks to her premises well and maintains a clean, tidy and welcoming setting that fully supports children's safety and welfare.
- The childminder establishes effective partnerships with parents and promotes children's individual care and learning needs well.

It is not yet outstanding because

- There is scope to improve partnership working with parents, in order to ensure even more information is shared about supporting children's individual learning at home.
- There is potential for the childminder to further promote children's interest in the natural world when they play outdoors, for example, by providing a wider range of activities and 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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the childminder's suitability, qualifications and her policies and procedures.
- The inspector looked at resources available to children, observed activities in the playroom and outdoor area and the interaction between the childminder and children.
- The inspector took into account the views of parents from their written comments.

Inspector

Jane Rushby

Full report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. She lives with her husband and children, aged fourteen and twelve years. The whole of the ground floor and bathroom upstairs in the childminder's home are used for childminding. There is a fully enclosed garden used for outdoor play and access to the premises is via two steps. The family has a pet rabbit. The childminder walks to the local school to take and collect children. She operates a parent, carer and toddler group, attends other local groups and takes children to the library and park. There are currently three children on roll who are in the early years age range.

What the setting needs to do to improve further

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

- develop ways of sharing further information with parents, so that they are well equipped to effectively support and continue their children's learning at home
- extend children's learning outdoors through the use of a wide range of resources and experiences, for example, by providing opportunities for children to dig, plant and grow in order to enhance their understanding and enjoyment of the natural world.

Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development through play and provides them with challenging experiences for learning. She finds out from parents what their children know and can do before they start attending. She uses this information well to plan enjoyable experiences for children so they make good progress from the beginning. Effective systems are in place for the assessment of children's progress. These include examples of the children's work, photographs of them at play and written observations about their learning and development. The childminder has a sound understanding of the progress check for children between the ages of two and three years and shares this with parents. The childminder monitors the development of children in their individual learning journals and agrees the targets for their next steps in learning with their parents. As a result, children are making good levels of progress in readiness for school. The childminder encourages parents to be aware of their children's learning. She makes effective use of her daily discussions with parents to talk about their progress. However, she has not fully established arrangements to share information with parents about how they can continue

their children's learning at home. The childminder keeps records of learning to help monitor children's progress in each area of learning and parents are encouraged to contribute to these. Activities are closely linked to children's interests and help them to acquire the skills and motivation to learn successfully. The childminder considers children's likes when planning activities, such as children's love of characters from stories and films, and uses these in creative activities. This results in children having a positive approach to their play. They are eager, excited, motivated and enthusiastic to join in the activities.

The childminder regularly observes children, so that she has a good understanding of their abilities. This contributes to her planning a broad range of experiences to support individual children in making good progress in their learning. For example, through encouraging children to share resources she develops their personal, social and emotional development. In addition, children have good opportunities to be independent. They make their own choices in play and through everyday routines. For example, young children develop their self-care skills, such as feeding themselves. These activities give children confidence and the skills required when they embark on the next stage in their learning. Children's reading skills are supported well because they have access to a wide range of books, which are regularly added to. Their literacy development is further extended when they look at books with the childminder. This is because she reads to them using varied tones to maintain their interest and pauses to give them time to remember the next word. The childminder asks children questions about the books to extend their language development. She uses visual aids, for example, printed signs that children recognise and can name. Children are developing their mathematical skills because the childminder helps them to complete a puzzle. She counts the pieces and children count with her. At singing time, children have an opportunity to recognise parts of their body when they sing head, shoulders, knees and toes. The childminder talks to them about what they use their ears and eyes for, encouraging them to learn about their bodies and engaging them in conversation. This helps them to develop their vocabulary and their understanding of the world.

Children are learning to use technology because they have access to push button toys and telephones, and enjoy watching the childminder use the laptop to display photographs of them doing different activities. The childminder takes children to different groups in the local community, for example, they attend playgroups. Therefore, children are learning about the world around them and becoming used to mixing with larger groups of children in preparation for their move to school. The well-equipped outdoor area offers children many different experiences and learning opportunities that help promote their all round development. However, children are not always given the opportunity to explore their interest in the natural world, for example, through digging, planting and growing in order to enhance their understanding and enjoyment.

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

Children have formed strong attachments to the childminder and have a good sense of well-being. They are happy, independent, confident and thoroughly engaged in their play. This is because she has a warm and friendly manner and takes time to find out about

children's needs and interests from parents before they start. Children behave well, listen attentively to the childminder and are responsive and polite from a young age. This is because she has consistent boundaries in place and reminds them to use their manners. The childminder offers regular praise and encouragement, which promotes their self-esteem. The childminder acts as a good role model. She speaks quietly to children and is calm and gentle in her approach. Children are given clear and consistent messages about learning to share, taking turns and being kind to one another. This helps them to form positive relationships with those around them.

The childminder promotes children's healthy lifestyles well. She plans in daily fresh air and exercise in her garden and visits to the local parks. The visits to play parks offer children the use of challenging play equipment to develop their physical skills further. Children learn about the importance of a healthy diet because the childminder provides them with a range of healthy snacks and meals. For example, the childminder encourages them to make healthy choices, such as fruit for snack, and ensures drinks are freely accessible. Children are supported to be independent because they are given time to put on their own shoes and can choose the toys they want to play with. They also take care of their own personal hygiene as they wash their own hands after going to the toilet, playing outdoors and handling the rabbit.

All areas used by children are well presented, clean and inviting. The childminder makes generally good use of the learning environment. Children can use a good range of resources, which are presented at child height. This encourages younger children to be independent in making choices about their own play and learning. The childminder actively develops children's understanding of how to be safe. For example, she practises the evacuation procedures with them so they know what to do in an emergency. She speaks to children about road safety when they go out on visits and she supports them well with her safety rules in the home. For example, children learn to play cooperatively with their toys and to treat them with respect. They learn that their toys have to be put away when they have finished playing with them to keep them safe and in good condition. The childminder has a positive attitude to equal opportunities and welcomes all children and families into the home. Children have opportunities to learn about other cultures and beliefs, as the childminder provides a range of resources to reflect diversity in society. Children value their own uniqueness and that of others. This, along with confidence to manage their own needs, prepares them well emotionally, for the move onto school.

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

Leadership and management are good. Children are safeguarded as the childminder has a good understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed training in recognising the signs and symptoms of child abuse and neglect, and knows what to do if she is worried about a child. Necessary checks for her family have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. The childminder implements clear policies, which she shares with

parents, to promote children's welfare and safety. She completes detailed risk assessments for the home and for outings. This means that children always have a safe environment in which to play and learn. The childminder holds a current paediatric first-aid certificate, which supports her understanding of dealing with minor injuries. Additionally, accident and attendance registers are thoroughly maintained to keep children safe and promote their well-being. The childminder also has a procedure in place to record the administration of medication and she is aware of her responsibility in this respect.

Ongoing, observational assessment files are freely accessible to parents and are regularly shared to fully ensure they are well aware of their children's all round progress and development. The childminder has a good knowledge and understanding of how to monitor children's learning and development. She understands how children learn through play and first-hand experiences. She carefully plans activities that cover the seven areas of learning while building on children's individual interests. She consistently uses guidance documents to inform her assessments. This results in children's development being closely monitored and as a result, they make good progress. She makes accurate assessments using observations and uses them to plan for children's next steps in learning. The childminder successfully monitors the educational programme, to ensure that children have a broad balance of activities to cover every area of learning. The childminder is committed to the ongoing development of the provision and she effectively monitors and evaluates the service she provides through self-evaluation. This leads to the identification of clear targets for future development, resulting in children benefitting from a continually improving provision.

Information is continually shared and exchanged between the childminder and parents to promote the inclusion of all children. Parents receive detailed information regarding their child's daily care and progress through in-depth discussions and a written diary. Their written comments state that they are very happy with the service she provides and that their children enjoy their time in the setting. The childminder understands the importance of working in partnerships with external agencies and other settings to support children's learning and development. This demonstrates the childminder's firm commitment towards continuous improvement and partnership working.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. 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	EY101187
Local authority	Nottingham City
Inspection number	877303
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	24/03/2009
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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