

<b>Inspection date</b>	13/10/2014
Previous inspection date	15/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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**

- The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She uses effective methods of teaching, observing, assessing and tracking children's play and learning. This results in them making good progress in their learning and development.
- The childminder has formed secure partnerships with parents. She encourages them to share what children are doing at home, so that their learning and development both in the setting and at home are complementary.
- Children develop positive relationships with the childminder, which help them to feel secure in the environment and form strong attachments with her and their peers. This effectively supports their well-being.
- The childminder organises the indoor and outdoor play space effectively. This enables children to move around comfortably and to easily access the good range of toys and resources that are on offer.

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

- Partnerships with other providers where some children attend are not fully secure. Information about children's learning is not yet shared regularly in order to support and complement the learning that takes place in both provisions.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed a range of activities and interactions between the childminder and the children.
- The inspector engaged with children and held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, and a selection of other documents, including the safeguarding policy, attendance records and children's information.
- The inspector checked evidence of suitability of all adults living and/or working on the premises and the childminder's self-evaluation.

## Inspector

Karen Byfleet

## Full report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her partner and their three children, two aged 15 and one 12 years. The family live in the Long Eaton area of Derbyshire and they have three pet dogs. The childminder works with her sister, who is also a registered childminder but does not live on the premises. Both childminders have joint responsibility for the childminding practice. Children are able to access the whole of the ground floor, and the main bedroom on the first floor is where babies and young children are able to sleep. There is an enclosed garden for outdoor play. The childminder visits the local shops, parks and other places of interest with the children on a regular basis. She collects children from the local schools and nursery. There are currently 10 children on roll, nine of whom are in the early years age group and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds an early years qualification at level 2 and receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance partnerships with other providers where some children attend, by sharing information on a regular basis about children's learning, in order to support and complement the learning that takes place in both provisions.

## Inspection judgements

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She completes regular observations of children's learning and gathers relevant information from parents with regard to children's starting points as they start at the setting. This enables her to plan and provide activities that are of interest to children. Observations made by the childminder of what the children know, understand and can do are effectively recorded and evaluated. This results in children making good progress from their starting points. The childminder develops very positive relationships with parents and they regularly share children's progress and talk about what children are interested in. This ensures a complementary approach to children's learning between the setting and home.

Teaching is good and the childminder fully supports children, providing a good range of interesting and age-appropriate indoor and outdoor activities that the children enjoy. Children are developing skills in the prime areas of communication, personal and physical

development. The childminder understands that in order for children to become effective and skilful communicators, she must value and encourage their contributions. Consequently, she talks to the children, repeating words they attempt to say. This increases their vocabulary and understanding of spoken words. The childminder fully interacts and talks to the children in their play, praising their efforts and achievements and introducing new words, encouraging them to repeat them. For example, in a messy play activity involving sand and jelly, the childminder introduces new words, such as squishy, and encourages language as she asks children to describe how the sand and jelly feel in their hands. As a result of such activities and the effective interactions, children demonstrate good listening, speaking and physical skills. The labelling of toy boxes, a range of story and reference books, and letters and numbers displayed in the play areas, promote children's early literacy skills. Children enjoy a range of activities that enable them to develop their writing skills. They freely draw and make marks with paints, chalks, pencils and crayons.

Children enjoy the outdoors with regular use of the garden and the undercover outdoor area that is used in all weathers. Visits to the local parks provide opportunities for them to access a range of different climbing and balancing equipment and to further explore the wider environment. Children's awareness of healthy living is promoted through the opportunities for them to engage in daily exercise. Overall, children are gaining the necessary skills to support their future learning in readiness for their eventual move to nursery and school.

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

The childminder provides a child-friendly environment, which is welcoming, well resourced and supports children's feelings of security and self-confidence. Regular risk assessments of the premises, resources and environment are completed by the childminder. Indoor play space is organised effectively, enabling children to explore and investigate their surroundings comfortably. Through her positive interaction with the children in their play, children form strong bonds and attachments with the childminder. They demonstrate their confidence within the environment as they comfortably approach the childminder; enjoy her company and how she engages in their play. The childminder is a good role model. She approaches behaviour management in a calm and consistent way, giving children positive praise and recognition for their efforts and achievements. She uses appropriate strategies to deal with any behaviour issues. For example, she talks to the children about being kind to each other, encouraging them to say sorry if they hurt one another. The childminders consistent and positive approach means that children develop an understanding about the expectations for behaviour from an early age.

Young children are developing an awareness of their own personal care. For example, they know to wash their hands before eating and after using the bathroom. They are able to access their own individual drinks, which are regularly replenished by the childminder throughout the day. Children benefit from regular outings to the local parks and walks within the local community. During such times, children learn how to keep themselves safe because they are taught about environmental dangers, such as roads, and as they learn

how to take risks using large scale physical equipment, such as, swings, slides and climbing apparatus with due care. Their access to the garden, regular visits to local parks and walking to the school to collect older children, help to further support and enhance children's health and well-being.

The childminder gathers detailed and relevant information from parents when children start attending. This provides her with a base for establishing their individual routines and helps with settling children into the provision. The childminder and her co-childminder have both undertaken specific training to enable them to provide specialist care and support for children with additional medical needs. The sharing of information and the settling-in visits she offers, ensure that the move between home and the childminder's provision is a happy and positive experience.

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

The childminder has a secure knowledge and understanding of safeguarding and children are effectively safeguarded in her care. She has a secure knowledge of the signs and symptoms of abuse and is clear about the procedures to follow in the event of any concerns. In addition, the childminder holds a current first-aid certificate, which means she can give appropriate treatment if a child has an accident in her care. All adults living and/or working on the premises have been vetted and visitors to the premises have no unsupervised contact with the children. The effective use of required documents, which are all in place and well maintained, such as, daily registers of attendance, accident and medication documents supports children's safety and welfare. A range of written policies and procedures, including a safeguarding policy and a behaviour management policy, are implemented and shared with parents.

The childminder has been pro-active in evaluating the provision she offers and is effective in identifying areas for further improvement. She takes the views of parents on board and ensures the provision meets the needs and requirements of parents and children. The childminder welcomes the support from the local authority and is keen to maintain and update her training and professional development. The childminder's good knowledge and understanding of the learning and development requirements means that the activities that she plans and provides enhance children's ongoing progress and development.

The childminder develops good partnerships with parents. On a daily basis she shares information of how their child's day has gone and regularly shares information about their child's learning and development. She gathers information about what each child has been doing at home and shares ideas of how parents and carers can contribute to their child's learning. As a result, she is able to plan activities to extend their interests and learning within her setting. The childminder has a good awareness and understanding of the progress check for children between the ages of two and three years, completing summaries of their development in the three prime areas and sharing this with parents. Partnerships with other providers where children attend have not yet been fully established, to ensure information that is shared about children totally supports and

complements the learning that takes place in both provisions. Since the last inspection by Ofsted, where the childminder received a number of actions to improve and a subsequent monitoring visit, she has implemented a number of effective changes. These include improvements in the organisation of space and children's access to suitable toys and resources to support their learning. The childminder has also reviewed and implemented updated policies in relation to behaviour management and has a daily record of attendance in place. Improvements to the way the childminder observes and assesses children's learning means that they are now fully supported in their progress towards the early learning goals. The childminder clearly demonstrates a strong commitment to continually supporting children. As a result of the effective improvements made since her last inspection, the childminder is now pro-active in assuring children's welfare and fully supporting their learning and development.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY418948
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	963411
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/10/2013
<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.

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