

Inspection date

Previous inspection date

15/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 provides interesting and motivational activities that promote thought and include new experiences for the children. As a result, children make good progress in their learning and development.
- The childminder has a good understanding of her role and responsibility to protect children from harm. As a result, she provides a safe and welcoming environment where children make good progress in their development.
- The childminder gathers robust information from parents about children's development. She understands and values the contribution parents make to their children's learning and development. As a result, partnerships with parents are good.
- The childminder promotes children's personal social and emotional development well. As a result, children form strong attachments with her and their behaviour is good.
- The childminder effectively evaluates her practice and actively seeks training to promote ongoing improvements to her service.

It is not yet outstanding because

- Children cannot always reach all resources so they can make choices about their play.
- Children do not always have access to all weather clothing so they can enjoy playing outdoors in all weathers.

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 inside and the outside learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector held meetings with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of the childminder and all other adults living on the premises.
- The inspector toured the areas of the premises where childcare is provided.

Inspector
Julie Fowler

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged nine, five and two years in a house in Retford. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has two cats and two guinea pigs as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll who is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for 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:

- enhance opportunities for children to enjoy outdoor play in all weathers, for example, by providing all weather clothing
- enhance children's independent play choices further, for example, by providing them with pictures of resources so they are always aware of what is available to them, even if they are out of sight or reach.

Inspection judgements

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

The childminder gathers robust information from parents before children start about their current level of development, their likes, dislikes, and interests. Consequently, she is able to plan effectively for the next stage in each child's development without delay and has a clear understanding of their abilities. Her teaching is good. She ensures that activities planned cover the seven areas of learning within the Early Years Foundation Stage. As a result, children make good progress in their learning and development from their starting points. The childminder plans playful learning, and has a good balance between child initiated and adult led activities. For example, as children choose to bounce on the trampoline, she uses the opportunity to incorporate action rhymes into their play. This encourages children's language, introduces numbers and further enhances children's social and emotional development as they learn to play alongside each other in a co-operative way.

The childminder has high expectations of the children. She provides experiences that

encourage children to think, work new things out and actively encourages them to try new things. For example, she provides paint in the outdoor area with natural resources the children collected during a nature walk. The childminder encourages more reluctant children to use the twigs and conkers with the paint to create new and interesting marks on their paper. She effectively teaches them through demonstration and explanation, and makes their learning fun and enjoyable. As a result, children are motivated to learn, their speaking and listening skills are practised, and their interest in emerging writing is further developed.

The childminder regularly observes children and makes accurate assessments of the progress they make in their learning and development. She shares assessments with parents, including the progress check for children between the ages of two and three years. As a result, children's developmental progress is clear and the childminder is able to swiftly identify areas of development to focus on next. The childminder knows the children well. She clearly understands that children learn effectively if her teaching is based on their interests. She uses their interests to support their play. For example, she uses popular characters in role-play to enhance children's emerging imaginations, and provides displays for children to refer to as they show interest in shapes in their environments. The childminder demonstrates that she understands the importance of ensuring children gain the necessary skills in readiness for the next stage in their learning, including school.

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

The childminder provides a warm and welcoming environment and builds good relationships with the children. As a result, strong attachments are made and children are settled, happy and content in their play. The childminder understands that children need a routine to ensure they feel emotionally secure, and to understand what will be happening next. For example, children know they will be getting ready for snack time when the childminder gives them pre-warning that they will be going inside in two minutes. This gives children a respectful amount of time to finish their play before moving on to something else supports their good behaviour. The childminder has a clear behaviour management procedure in place, is consistent, and children know the expectations she has of them. As a result, children behave well and are emotionally secure with the childminder. The childminder demonstrates that she can promote children's emotional well-being through times of change, such as when they transfer to school or another setting. As a result children are emotionally prepared for the next stage in their learning.

Children learn how to keep themselves safe and healthy as the childminder includes this in her teaching throughout the variety of activities taking place. For example, as children wash their hands in preparation for meals, they talk to the childminder about washing germs away, and remember to use their own hand drying towel. She provides healthy snacks and talks to children about keeping themselves healthy through the food they eat and through regular exercise and fresh air. For example, as children run outside, she introduces them to the fact that they are breathing harder now and that their heart is beating faster. She explains that exercise keeps them healthy. When children climb and walk along balancing beams, she reminds them about how to take safe risks as they balance, jump and develop their confidence and muscles. As a result, children make good

progress in their physical development, and demonstrate a good understanding of how to keep themselves safe and healthy.

The childminder provides a good range of stimulating resources both inside and outside that meet the development needs of all the children. They have ample space to play and opportunity to rest when they need to. Most resources are easily accessible, however storage restrictions mean that some are on high shelves out of reach and sight of the children. The outdoor learning environment is stimulating. Children have opportunity to develop in all areas of learning. For example, their early writing skills are promoted with the use of a large chalk board, and they have access to water tubes, funnels and troughs to develop their explorative natures. Children access the outdoor environment daily. The childminder does not yet ensure that children have appropriate wet weather clothing so that children can enjoy the outdoors in all weathers.

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

The childminder has a clear understanding of how to safeguard children. She has effective risk assessments in place to ensure hazards to children are identified and minimised, and understands her role in ensuring children are attended to effectively in the event of an accident or illness. The childminder is able to recognise signs of abuse and neglect and knows how to report such incidents to the relevant authorities. She has effective systems in place to ensure children are kept safe while using the internet and is vigilant in respect of other adult's use of mobile phones and other recording equipment. She understands her responsibilities for the safe storage of information about children. As a result, children are kept safe. The childminder understands her responsibilities with regard to the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage. She demonstrates how she meets these requirements through good quality policies and procedures that are evident in practice. She actively seeks training to ensure she keeps up-to-date with relevant issues and to further develop her teaching practice and understanding of how children learn. As a result, the childminder is committed to her ongoing professional development, and to ensuring that she provides a good service where children can learn and develop effectively in readiness for the next stage in their learning.

The childminder has effective systems in place to monitor her provision. She keeps records of children's progress through the Early learning Outcomes and regularly evaluates her teaching and the children's learning. This ensures she identifies any development delay swiftly and can arrange for timely interventions through effective teaching strategies in partnership with parents and with the expertise of other professionals. As a result of this, all children make good progress in their development given their starting points. The childminder has a self-evaluation system in place that highlights her strengths and areas for improvement. She uses this to develop her plans for the future of her service, constantly striving for excellence.

Parents' knowledge is central to the childminder's understanding of the children. She values parents' contributions to the children's learning, and works in close partnership with

them to ensure children's needs are met. She shares information on a regular basis about what children have been doing and their level of learning and development. The childminder has effective systems in place to involve parents in their children's learning and development. Their knowledge is central to the childminder's understanding of the children, and consequently as a result of effective communication, the childminder ensures that children are happy, engaged in play suited to their development needs and interests and, therefore, that they make good progress in their learning and development.

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	EY440872
Local authority	Nottinghamshire
Inspection number	965086
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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