

Inspection date	24/10/2014
Previous inspection date	17/12/2009

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

- The childminder provides stimulating activities that are age and stage appropriate and planned around children's interests. Her intuitive teaching contributes to all children making good progress.
- Children visit local groups and parks, which effectively supports and extends their social and physical development.
- The childminder and her assistant are caring and attentive, helping children to settle very quickly and gain confidence. This prepares children well for the next stages in their learning and development.
- The childminder has a good understanding of how to promote the health and safety of children in her care. Safeguarding procedures are secure. As a result, children are well cared for and protected.
- The childminder organises the setting well. She reflects on practice and raises precise targets to drive developments that improve the outcomes for children.

It is not yet outstanding because

- The childminder does not always make maximum use of information from parents about their child's progress at home in order to enrich the activity planning.
- The systems for working in partnership with parents do not yet fully include information about how they can help support their child's learning at home.

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 children's learning environment.
- The inspector looked at a range of documentation, including policies and procedures and evidence of the suitability of all adults within the home.
- The inspector spoke with the childminder at appropriate times throughout the inspection and considered the views of parents from written feedback.
- The inspector examined the children's learning and development records, and observation, planning and assessment procedures.
- The inspector discussed self-evaluation and improvement plans with the childminder.

Inspector

Tracy Hopkins

Full report

Information about the setting

The childminder registered in 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, in the Wollaton area of Nottingham city. The childminder works with an assistant. The home is within walking distance of a large park and shops. The family have a cat and two rabbits as pets. The whole of the ground floor and enclosed rear garden are used for child minding. Toilet and hand washing facilities are located on the first floor. There are currently nine children on roll, seven of whom are in the early years age group. The childminder operates 7.30am to 6pm, Monday to Friday, all year round. The childminder is a member of the Professional Association for Childcare and Early Years and holds an appropriate early years qualification.

What the setting needs to do to improve further

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

- enhance the assessments and activity planning by making greater use of updates from parents about their children's learning and development at home
- strengthen existing good partnerships with parents by providing them with further information about how they can support their children's learning at home.

Inspection judgements

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

The childminder and her assistant have a good understanding of how to meet the learning and development requirements. The childminder provides a broad and balanced curriculum, which covers all areas of learning, with activities and themes based around children's interests and abilities. The childminder meets with parents and puts together comprehensive initial information about children's learning and development. She references this to the areas of learning and assesses it in order to gauge children's starting points. The childminder then uses a mix of informal and written observations and assessments of children, so that she has a good understanding of their progress and current interests. She reviews this information regularly in order to develop each child's next steps in learning. However, while initial information and starting points are shared, her assessments do not always make full use of all updates from parents. Consequently, the childminder does not include this extended range of information in her planning in order to promote children's development to the maximum.

Children are provided with a wide range of opportunities, activities and experiences to promote their communication and language skills. They enjoy talking with the adults and

are becoming confident talkers. The childminder's home language is Polish and she works exceptionally well with children who speak English as an additional language, helping them to develop their use of English and make good progress in their learning. The childminder uses both languages as children play; developing their understanding through the use of their home language. She then repeats this to support and develop their acquisition of spoken English. Extensive resources provided by the childminder support children's development in both languages. As a result, children value their own background and heritage as they develop their language and communication in English. The childminder's clear communication with parents means that she works in partnership with them to assess children's speech development in both languages. She then helps children to extend their vocabulary, often supporting this by using simple sign language. The childminder's generally good ongoing communication with parents enables them to share daily news about their children. However, information shared with parents does not yet consistently include guidance about how they can help support their child's learning at home.

Children show good concentration as they play with programmable toys, twisting, turning and pulling objects, to find that they make noises and play music. Children show joy in repeating the skill they have found and developing an awareness of how things work. Children enjoy visiting places of interests, such as local activity centres and parks, which develops their communication and social skills. Children experience a range of activities, which extend their emerging development, such as promoting large muscle development as they play on equipment. Consequently, children acquire the skills and capacity to develop effectively through their play and to be ready for the next stage in learning and their eventual move to school.

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

The childminder follows their individual routines and care needs to ensure they experience continuity. She invites children and families to spend time in her home, so she can get to know the entire family well before the child starts. This helps children to move between home and the childminder's care with little disruption or disturbance. The childminder takes time to get to know all children well and as a result, they feel special and valued. The childminder is fully aware of children's individual needs. They enjoy a warm and secure relationship with the childminder and her assistant. The childminder and her assistant are well deployed, so wherever children play, someone is there to supervise them. Consequently, children become emotionally secure and are well prepared for the transition to school.

Children play in a clean and well-presented home. They have a good range of developmentally appropriate toys and resources. Children access toys easily, as most are stored at their level. This means that children can make individual choices in their play. The childminder supports a healthy lifestyle well, as she always incorporates outings into children's days. She enjoys taking children out, so that they get plenty of fresh air and exercise. They are encouraged to join in with action songs, singing and dancing, which helps to promote their physical skills and confidence successfully. The childminder

provides snacks and meals for children, which are healthy and nutritious and take into account any dietary requirements and allergies. Meal times are social occasions, where children and adults sit together freely, talking about their own experiences. All food preparation areas are clean and the childminder is a good role model for children to follow with regard to hygiene.

Children behave well and the childminder reminds them of the house rules on the rare occasions where they may behave inappropriately. This gives children clear guidance and helps them to understand what is expected from them. The childminder has a good understanding about keeping children safe and carries out risk assessments of her home to ensure that toys, resources and the environment, are suitable for use. She talks to children about keeping safe and reminds them about the possible dangers they may encounter. For example, children learn they must hold hands when going out to the school. The childminder regularly checks the car seats to ensure that children are using appropriate restraints while travelling.

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

The childminder has a clear understanding of her role and responsibilities to safeguard children. She ensures that her assistant is also fully aware of this aspect. Together, they have a good knowledge of child protection issues and know what they must do if they have concerns for a child's welfare. The childminder continuously checks her home for hazards and takes steps to minimise these. She carries out written risk assessments of all areas of her home and for outings. All adults are vetted through the Disclosure and Barring Services system to ensure they are suitable to work with children. As a result, children are safeguarded well.

Self-evaluation systems are effective. The childminder and her assistant accurately identify where improvement is needed. As a result, the childminder has developed areas of her practice. For example, systems to ensure children's safety have been enhanced to include additional risk assessment to minimise risks of injury while on outings. The childminder and her assistant regularly review the impact of their teaching strategies as they monitor children's progress. The childminder effectively monitors her planning for individual children, to ensure she includes all areas of their development. This demonstrates her capacity and desire to enhance her provision.

The childminder collects parents' views through feedback surveys and comments in children's learning books and files. Testimonials from parents are extremely positive, typically commenting that the childminder is extremely supportive and engaging with the family. There is a clear complaints procedure in place and the childminder is aware of the requirement to respond to any written complaints she receives. The childminder has put together an essential information file to inform parents about her childminding service and her business arrangements. This includes the policies and procedures she follows to support her practice. The childminder has taken time to write policies and procedures in children's home languages to support the parents' understanding. This means that they

have full understanding of the service the childminder provides and how she works.

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	EY392451
Local authority	Nottingham City
Inspection number	879154
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	17/12/2009
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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