

Inspection date	07/08/2014
Previous inspection date	17/02/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
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 has appropriate knowledge and understanding about safeguarding, and knows what to do in the event of a child protection concern. Consequently, children are kept safe from harm.
- The childminder builds sound relationships with parents from the start, enabling them to work in partnership, to help children settle quickly into her care.
- The childminder provides a safe, secure environment where children enjoy a variety of play experiences. Children are well supervised at all times to promote their safety.

It is not yet good because

- Children's good health is compromised due to poor nappy changing procedures.
- The childminder does not use the information gathered from observations to identify children's most relevant next steps in their learning, to ensure suitably challenging activities are planned. As a consequence, teaching is variable and children do not make best progress.
- Self-evaluation has yet to be used effectively to fully monitor all areas of the provision to accurately identify potential for improvement.

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 checked evidence of the childminder's suitability, qualifications and her policies and procedures.
- The inspector observed activities, spoke with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector took account of the views of parents and carers as discussed with the childminder.
- The inspector observed parts of the home used by children.

Inspector

Tina Garner

Full report

Information about the setting

The childminder was first registered in 2001. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her family in a semi-detached house in a residential area of Nottingham. The house is accessed via three steps to the front door or two steps to the back door. Minded children have access to the whole of the ground floor of the house, including a downstairs toilet and to the first floor bathroom. There is an enclosed rear garden for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. The childminder provides care all year round from 8am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. There are currently three children on roll in the early years age group, all of whom attend on a part-time basis.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take all necessary steps to prevent the spread of infection, with regard to implementing effective nappy changing procedures
- improve teaching by planning a good range of challenging play and learning experiences which incorporate clear aims and objectives based on individual children's most relevant next steps.

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

- develop further the process of self-evaluation to fully monitor all areas of the provision and take into account ways to focus on improving children's achievements.

Inspection judgements

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

The childminder is continuing to develop her knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. However, some aspects of children's learning and development are less well-planned for and the quality of the childminder's planning is not yet robust. As a result, children do not always make best progress. Children enjoy their time in the childminder's care and participate in a suitable range of activities in readiness for pre-school and school, where appropriate. For example, the childminder makes good use of the outdoor area where children have access to a wide range of activities and equipment, which supports

their developing physical skills. Children freely access a wide range of books and enjoy regular drawing and colouring activities, which supports their literacy and language development. In addition, children's social development is fostered appropriately because the childminder takes children to a variety of activities outside the home and regularly visits local toddler groups. During these visits, children often participate in messy play activities alongside their friends.

During each child's induction, parents are asked to share information about their child. This includes questions relating to their child's character, their care needs and achievements. The childminder subsequently observes children as they play and is continuing to develop her assessment skills, in order to identify children's interests and future learning needs. However, identified priorities are not always clearly linked to the most relevant next step in a child's learning, nor are they routinely used to inform the planning of activities. As a result, children are not always provided with challenging activities that are fully matched to their learning needs to enable them to make good progress. Through informal conversations and access to children's learning journey folders, parents are kept adequately informed about their child's progress and attainment. The childminder understands the requirement to complete the progress check for children between the ages of two and three years so that she is aware of their progress at this stage.

The childminder offers activities which support children to develop their manipulative skills. Children build with bricks, and join in board games where they relish in opportunities to attempt to hook items out of the shark's mouth before it closes. Other opportunities enable children to explore and experiment with resources, such as, sand, paint, glue and dough. They make collages and create flowers and butterflies, which they hang on their seasons tree in-line with the summer topic. This tree is also used to display children's artwork throughout the year as they celebrate festivals, events and special occasions. This supports children's sense of achievement, while teaching them about the world around them. Children use some mathematical language, for example, as they count bricks during construction and sequencing activities.

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

Children settle quickly with the childminder because she understands the importance of supporting the transition from home to her setting. Parents and children are invited to visit as often as necessary, to ensure both are happy with the arrangements and the environment. There are generally warm and caring relationships evident between the childminder and the children, ensuring that they feel valued and secure. Children of all ages are encouraged to be independent. Younger children are encouraged to feed themselves at meal times and older children help to tidy toys and select new activities. The childminder supports children as they play, she recognises children's achievements and provides praise for their good behaviour. This positively reinforces children's understanding of the expectations and boosts their self-esteem.

The childminder encourages children to be active and explore their surroundings, while teaching them safe practices. Children join in with fire drills, and daily checks of the

premises ensure the areas used by children are suitably maintained. Appropriate use is made of the childminder's home, where children access a suitable range of resources. This encourages younger children to be independent in making choices about their own play and learning. Children benefit from opportunities to develop their physical skills and challenge themselves as they access large equipment at the local park and join in ball games. They enjoy indoor activity centres and have regular access to the rear garden. This enables children to enjoy a rich breadth of learning experiences both within and beyond the childminder's home.

Children's individual dietary needs are met as the childminder discusses dietary requirements with parents and provides an appropriate range of healthy and nutritious meals and snacks. Daily routines, such as regular hand washing, help children begin to understand about appropriate hygiene practices. However, when changing nappies the childminder lies children directly on her across her lap, rather than using a nappy changing mat or towel as a barrier to germs. This impacts on children's good health as risks of cross infection are not adequately minimised.

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

The childminder has an adequate understanding of the safeguarding and welfare requirements. She has a sound awareness of how to keep children safe. For example, the safe collection of children is agreed and the premises are securely maintained, ensuring that children are safe in her care. All adults living on the premises are suitably vetted, supporting children's safety and welfare. The childminder has a suitable policy and procedure in place regarding safeguarding children in her care. She is able to discuss what signs and symptoms would give her cause for concern and the appropriate action to take, should she suspect that a child may be at risk of harm. Appropriate risk assessments are in place and successful measures have been taken to ensure that all areas that children have access to are safe and suitable. Documentation and records are generally suitably organised and reviewed appropriately.

Since the last inspection, the childminder has made some improvements to her setting. For example, she now ensures that all appropriate risk assessments are carried out for outings, supporting children's safety and wellbeing. She has increased her understanding of the Early Years Foundation Stage through attending relevant training. However, her knowledge of how to accurately assess children's progress has not been fully developed, leading to children making only satisfactory progress. Although the childminder is developing her procedures for evaluating her practice, she is yet to use this effectively to fully identify all areas of weakness within her provision. As a result, there are some gaps in the monitoring and delivery of the learning and development requirements, and the implementation of thorough procedures to ensure children's good health is consistently promoted.

The childminder endeavours to develop good partnerships with parents. She provides them with verbal information at the end of the day, regarding their child's care and wellbeing, as they collect their child. The childminder discusses the importance of working

closely with parents to establish children's care needs and agreeing together how these can be met in her setting. In discussion, she demonstrates the need to work with other early years providers should any child in her care attend such settings. She has established a range of policies which she shares with parents to ensure they are aware of the childminding practice and are fully informed.

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	258350
Local authority	Nottingham City
Inspection number	818556
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	17/02/2009
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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