

Inspection date	06/11/2014
Previous inspection date	05/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		1
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 highly valued as unique individuals and inclusive practice is fully promoted. As a result, children are extremely confident and very independent learners.
- The childminder develops very warm relationships with children and their parents. Children benefit from this because they are very happy, well settled and their ongoing learning is successfully complemented at home.
- The childminder has a good understanding of how young children learn through play. She provides a wide range of stimulating and interesting resources and activities, which support children to make good progress.
- Children are very effective communicators because the childminder spends time positively interacting with them and effectively encouraging the development of their vocabulary and language skills.
- The welfare of the children is very well promoted. This is because the childminder effectively uses comprehensive policies and carefully considered procedures to make sure children are safeguarded and protected from harm.

It is not yet outstanding because

- The childminder has not considered using a wider range of strategies to make sure that more precise information about children's individual learning needs is regularly and successfully shared with other settings, in order to strengthen the shared approach to children's learning.

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 viewed activities in the main play areas and the rear garden of the childminder's home.
- The inspector spoke with children and considered the views of their parents during the inspection.
- The inspector held conversations and carried out a joint observation with the childminder during the inspection.
- The inspector viewed a range of documentation including suitability checks for the childminder and all adults in the household, evidence of training and the policies and procedures of the setting.

Inspector

Elaine Tomlinson

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three adult children in a house in Ilkeston, Derbyshire. The childminder works with an assistant. The whole of the ground floor, and the rear garden are used for childminding. The family has two dogs as pets. The childminder attends a toddler group and activities in the local community. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 17 children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- explore additional strategies for regularly sharing more precise information about children's individual learning needs with the other settings they attend, to strengthen all aspects of consistent partnership working.

Inspection judgements

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

Children are provided with a thoughtful, interesting and challenging environment, which captivates their interest and motivates them to explore and discover. The childminder skilfully encourages children to make the most of a broad range of experiences, which encompass the seven areas of learning. As a result, children's all round development is very well supported. The childminder makes good use of a comprehensive range of teaching skills. She is very thoughtful and the children benefit from the imaginative experiences she provides. For example, children delight in new role play activities, including a selection of handbags. The childminder uses a range of strategies including, varying the tone of her voice to generate enthusiasm and express her thoughts. She uses effective questioning to encourage children to develop their critical thinking, and models her own thought processes. Therefore, children are well supported to learn how to think for themselves and have a go at new things. In addition, children become confident learners. The childminder understands how to stand back and allow children to explore and discover for themselves and when to sensitively intervene in play to extend learning. Likewise, she makes suggestions or offers support to meet the emerging needs of the children. This helps to sustain their involvement and enables them to overcome any difficulties they may encounter. For example, she supports children to explore a range of toy creatures, which she has hidden in leaves, by showing her own interest in them. Consequently, children become confident learners who develop a broad range of skills,

which help to prepare them exceptionally well for their future learning.

Children are very confident communicators because the childminder places a strong emphasis on supporting their communication and language development. They initiate meaningful conversations with the childminder, who spends time positively interacting with children. She skilfully develops their vocabulary by introducing new words into play, such as chrysalis. Therefore, children communicate effectively with other adults and children. Children are well motivated to involve themselves in favourite stories. The childminder encourages them to look closely at the words, and link them with pictures. This means that children are beginning to understand that print has meaning. In addition, children excitedly turn the pages and retell the story to the childminder. This supports children's emerging literacy skills. Furthermore, children are provided with a broad selection of pens, pencils and paper, which they freely access to make marks as they play, and so develop the skills needed for early writing. The childminder makes good use of equipment, such as magnifying glasses to explore concepts, such as bigger and smaller. For example, children laugh as they observe the effect that the magnifying glass has on the childminder's eye. In addition, the childminder routinely models counting through every day play, including counting steps in the garden. Therefore, children's mathematical development is well supported.

The childminder purposely observes children throughout the day, assessing their skills, and gaining an indepth understanding of children's abilities. This means that she knows the capabilities of the children well and has high expectations for their ongoing learning. The childminder uses this information effectively to plan a range of activities, which provide good levels of challenge and so help children to move forward with their learning. Weekly planning is done flexibly, enabling the childminder to follow children's individual interests and emerging needs. For example, the childminder responds to children interest in technology by providing a selection of phones. This helps to motivate children by building on their developing interests and fascinations. The childminder takes time to get to know the children in detail when they first start. She successfully involves parents in comprehensive systems to gather meaningful information. Parents complete 'All about me booklets' in detail, meaning that the childminder has an enhanced understanding of children's likes, dislikes and developmental needs. In addition, the childminder takes time each day to keep parents fully informed about the children's achievements through meaningful two-way conversations. The childminder then uses this information to shape her teaching each day and to help parents consider how they can support their child's learning at home. Furthermore, she provides termly written assessments for the parents to comment upon. This includes the completion of the progress check for children between the ages of two and three years. Therefore, parents are actively involved in children's ongoing learning. Likewise, the childminder has developed partnerships with other settings the children attend and gathers general information about children's learning. For example, she knows what topic they are following. However, there is room to consider additional strategies for making sure information about children's individual learning needs is regularly and successful shared, so that this aspect of partnership working is fully effective in promoting a shared approach to children's learning.

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

Children feel extremely secure in the childminder's care. They benefit from the warm bonds and emotional attachments that they develop with her. The childminder is kind, caring and exceedingly attentive to the needs of the children. For example, she arranges cosy comfortable spaces when children become tired. This also means that children are confident in expressing their feelings and needs freely. The childminder shows enthusiasm and joy and laughs along with the children. She involves herself in play with the children. As a result, children have great fun and thoroughly enjoy spending time in her company. Furthermore, children form very good relationships with each other. They demonstrate this, as they get excited when they look at photographs of their friends. Therefore, children are exceptionally settled in the childminder's home. In addition, the childminder makes good use of sensitive and thoughtfully considered strategies to help children settle and to comfort new children. For example, she encourages children to bring in their favourite toy from home and displays photographs of their family. This means that children are emotionally very well supported during the flexible settling-in period. Likewise, children are quickly comfortable and at ease in the childminder's home. Furthermore, the childminder works closely with another childminder, and she takes the children to groups where they socialise confidently with other children of the same age. This familiarity helps children to settle extremely well into their next stage in learning.

Children make significant progress in learning how to behave appropriately. They are very well mannered and play confidently and cooperatively together. This is because the childminder is a superb role model. She is polite and respectful to the children who, in turn, respect each other's differences. In addition, the childminder makes good use of innovative strategies to support children's understanding of her expectations. For example, she uses the cooker timer so older children know how long they are allowed to watch television for. As a result, they happily move on to other activities when the time is up. In addition, the childminder celebrates achievements throughout the day, offering positive praise and encouragement. This successfully supports the well-being of children as they develop good self-esteem because they know they are appreciated.

Children are actively encouraged to freely and safely explore the areas used for childminding with optimal confidence. The childminder arranges the space in her home imaginatively, in order to create a vibrant, spacious and child-friendly environment. For example, toys are stored in decorative baskets on shelves and she has designed wooden labels with pictures of the toys on them. This means that children know what is in the basket and as a result, they independently choose what they want to play with. Children's independence is further promoted because the childminder effectively uses the daily routine to encourage children to develop confidence in their abilities. For example, during the inspection, children lead a tour of the areas used for minding. Furthermore, children routinely participate in tidying away toys and young children put on their own shoes and coats. Consequently, children flourish and become increasingly confident. Highly comprehensive strategies are in place to ensure that children are kept safe throughout the day. The childminder minimises any risk efficiently, to ensure practice meets the emerging needs of the children. She also engages in continual dialogue about safety with the children, explaining, for example, why the pond has a cover on. This helps children to learn how to manage their own safety, which helps them to feel safe and secure. Likewise, the childminder ensures that the good health of the children is superbly enhanced.

Successful strategies are used to encourage parents to provide healthy food options in packed lunches, which means that children are extremely well supported to make healthy food choices. Fresh drinking water is available throughout the day. Young children sit exceptionally well at mealtimes. They climb onto chairs skilfully and feed themselves. Additionally, children independently wash their hands after messy play and before meals, and are beginning to manage their own personal needs. Furthermore, children benefit from daily fresh air and exercise. For these reasons, children are very well supported to develop healthy lifestyles.

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

Children's welfare is very well supported. This is because the childminder has a sound knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder is very clear on child protection procedures and who to report any concerns to. She has attended safeguarding training to enhance her knowledge. Therefore, she has a high level awareness of how to keep children safe from harm. In addition, all people who live in the childminder's home have been subject to relevant Disclosure and Barring Service checks to assess their suitability. Consequently, the well-being of the children is effectively promoted. Furthermore, detailed policies and procedures, including the safeguarding of children, are reflected well in the childminder's working practices. The childminder had developed sound procedures for the assessment of risk. She makes good use of written checklists to ensure that all aspects of her home, including the garden, are safe from hazards. This helps to ensure that children remain safe while in the childminder's care.

The childminder has a comprehensive knowledge of the learning and development requirements of the Early Years Foundation Stage. She is well motivated to ensure that children make good progress and has high expectations for their learning. Children's ongoing development is effectively monitored through the use of well-organised systems to observe and track their learning. This means that the childminder knows the capabilities of the children well. In addition, the childminder makes good use of flexible planning, which is tailored to the developmental needs and interests of the children. Therefore, children are well motivated to learn. The childminder continually reflects critically on her practice. She makes changes throughout the day to meet the emerging needs of the children. For example, she introduces new resources into their play. Additionally, strengths and weaknesses have been identified through secure self-evaluation procedures, which include the views of both parents and children. As a result, clear plans are in place to make changes that will benefit the children being cared for. The childminder shows a strong commitment to her own professional development and that of her assistants. She ensures that they attend any relevant training events that become available. In addition, the childminder provides an effective system to monitor and enhance her assistants' practice. They meet regularly to discuss and plan for the ongoing development of the setting. Children benefit from this as both the childminder and any assistants are well equipped to carry out their roles effectively to meet children's emerging needs.

The childminder has a positive attitude to developing partnerships with parents. Parents

are kept well informed about their child's care, achievements and progress in their learning through meaningful daily conversations. The childminder also provides detailed summaries of learning, which parents contribute to. The childminder spends time getting to know parents and regularly seeks their views and wishes. Furthermore, parents comment that they are very happy with the progress their children make. Children benefit from this effective partnership as learning is continued at home. The childminder has a good understanding of the need to work with other settings and external agencies to provide continuity of care and learning and to acquire support and obtain interventions for children, should they need it. She works closely with other childminders and has developed close links with local children's groups and schools. The childminder works in partnership with other settings some minded children attend. She has gathered useful information about topics that they are following. However, there is room to consider additional strategies for ensuring information about children's individual learning needs is regularly shared to further enhance the continuity of learning offered to minded children.

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	260121
Local authority	Derbyshire
Inspection number	867166
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	17
Name of provider	
Date of previous inspection	05/10/2009
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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