

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 23 January 2015 |
| Previous inspection date | 26 April 2010   |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|--|-------------------------|-----------------------------|----------|
|  | Previous inspection:    | Satisfactory                | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Requires improvement        | 3        |
| The contribution of the early years provision to the well-being of children            |                         | Requires improvement        | 3        |
| The effectiveness of the leadership and management of the early years provision        |                         | Requires improvement        | 3        |
| The setting <b>does not meet legal requirements for early years settings</b>           |                         |                             |          |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Older and more able children are not consistently offered the highest level of challenge. This has an impact on their behaviour which interrupts other children's play and learning.
- The childminder's teaching is variable. Children miss out on some learning opportunities during both purposefully planned and spontaneous activities. As a result, they do not make consistent and good progress in their overall learning and development.
- On occasions, the childminder does not always make sure that some older children clearly understand the rules for sharing and taking turns.

### It has the following strengths

- Children's safety is promoted well. The childminder implements appropriate safety strategies to ensure children remain safe at all times. For example, children learn about keeping safe when walking back from school. This is because the childminder talks to the children while carrying out appropriate road safety procedures with them.
- Parents are kept updated about their child's development and are actively involved in all aspects of their child's learning and care. A daily diary is used to record children's events to which parents are able to contribute their child's events from home.
- Children form warm and secure emotional attachments with the childminder because she is warm and caring with them.

## What the setting needs to do to improve further

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

- take into account the different ways in which children learn and promote effective learning to ensure older and more able children are offered more challenging and enjoyable experiences, to help them focus and not interrupt other children's play
- improve teaching by considering the stage of development of each child to meet their varying learning needs, and provide experiences across all areas of learning, in order to help all children make the best possible progress.

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

- find different ways to help older children learn more about managing their own feelings and building positive relationships with their friends, for example, by implementing activities to support them in understanding how to share toys, take turns and by being kind to one another.

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on all children's learning, both inside and outdoors.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, medication records, children's assessment records and evidence of the suitability of all household members.
- The inspector took account of parents' written comments.

## Inspector

Judith Rayner

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The childminder understands the importance of undertaking observations to help make appropriate assessments of children's progress. She plans various activities and builds on some children's interests to generally help them move on to their next steps in their learning. Teaching is variable, which does not consistently help children to make good progress in their learning and development. For example, older children's behaviour interrupts younger children's learning opportunities as they explore with pasta, and art and craft activities. This is because older children are not sufficiently challenged and become restless and lose focus. The childminder asks some questions to engage children in using mathematical language well. They talk about the difference in sizes and colours of various animals. Children are given appropriate time to explore by themselves. Children put on their own coats and recognise their own name. This helps to suitably prepare children for their next stage in their learning, such as school.

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

Children's emotional well-being is promoted well. Sometimes the childminder does not always quickly recognise when older children need help to be more considerate towards younger children. However, the childminder deals with such behaviour in a calm and gentle way. This helps all children settle back in to their chosen activity. The childminder talks to the parents from the start. She plans activities and meets children's overall needs, which help children to settle quickly. The childminder continues to support children while they are in her care. This is because she understands the importance of maintaining communication with parents and other professionals involved with the child. A suitable range of resources indoors, which is easily accessible, help children to be confident and independent learners. Children's health is promoted appropriately, such as being offered healthy snacks of fresh fruit and water or diluted juice to drink.

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

The childminder understands the importance of completing regular training to keep her knowledge and skills updated. She gathers parents' and children's views as a way to reflect on the service she provides. Recommendations and actions made at the last inspection have been addressed well. Observation and assessments systems have been improved, which helps the childminder plan some purposeful activities for most children. Parents' written consent is obtained prior to each and every medication administered, which suitably promotes children's health and welfare. Parents' written comments are positive and demonstrate they value the childminder's service.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY401323        |
| <b>Local authority</b>             | Nottinghamshire |
| <b>Inspection number</b>           | 875183          |
| <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>  | 9               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 26 April 2010   |
| <b>Telephone number</b>            |                 |

The childminder was registered in 2009 and lives in Sutton in Ashfield, Nottinghamshire. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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