

Inspection date	10 March 2015
Previous inspection date	24 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder implements robust safeguarding procedures. She knows her responsibilities if she has a concern about a child in her care. She carries out detailed risk assessments to minimise hazards around the home, garden and when on outings. Consequently, children are kept safe at all times.
- Teaching is good. Assessment procedures are precise and focus on children's learning well. The childminder effectively identifies children's next steps in their learning and plans challenging activities. As a result, children make good progress given their starting points.
- The childminder is sensitive and caring towards the children. She had strong bonds and attachments with the children. This supports them to feel safe and secure in her care. Consequently, children's physical and emotional well-being are supported effectively.
- The childminder promotes communication and language skills well, by asking questions, holding purposeful conversations and introducing new vocabulary. She is inspiring and skilled in the way she promotes children's active and effective learning. Consequently, children are acquiring key skills for their future learning.
- Partnerships with parents are well established. The childminder has good systems for sharing information about her provision. Parents are fully involved in what their child is learning while at the childminder's. They share achievements that the children do at home. This two-way partnership helps provide consistency of care and learning for their children.

It is not yet outstanding because:

- Children's play is sometimes interrupted. As a result, they are not always given sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.

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 consistently pursue their own learning, continue with their chosen play, revisit activities and complete the tasks to their satisfaction.

Inspection activities

- The inspector held discussions with the childminder and spoke to children at various times during the inspection.
- The inspector sampled relevant documentation, including the childminder's self-evaluation form, policies and procedures. She also checked evidence of the suitability of the childminder to work with children and her qualifications.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled children's development records and discussed children's progress with the childminder.
- The inspector observed the childminder and the children, while they took part in activities and play both inside and outdoors.

Inspector

Janice Hughes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder is enthusiastic and committed to her role. She clearly enjoys working with the children and their families. She uses her experience and her good knowledge of how children learn to implement purposeful teaching methods. Therefore, she promotes children's learning well through daily play and structured activities. Childminder provides exciting adult-led activities that are of interest to the children. For example, children enjoy making play dough. Children are eager to learn, motivated and constantly engaged. They are confident in their surroundings and move around the home initiating their own play. However, on occasions the childminder interrupts children's learning. This is because she is too eager to introduce new activities. She does not give the children the time they need to complete, refine and finish what they are already doing. Children enjoy good levels of challenge as they play in the garden. They share their thoughts and ideas imaginatively and creatively as they make tents and play musical instruments.

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

The childminder provides a friendly and welcoming home where children blossom and thrive. Children are happy and content and show a good sense of belonging. The childminder promotes good hygiene procedures and encourages the children to use their self-help skills effectively. The childminder provides a gradual settling-in process, which supports children well in the move from home to the childminder's care. Children are well behaved. They receive constant praise which boosts their self-esteem. They play harmoniously together, sharing toys and taking turns. This also helps in their preparation for school or pre-school. In addition, the childminder has discussions with the teachers and passes on a summary of children's learning. This aids in providing continuity of children's learning and care. Children learn healthy lifestyles and how to keep themselves safe.

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

The childminder has a good understanding of safe and effective working practices. She is effective in maintaining her regulatory paperwork, such as her attendance record. The childminder has a strong understanding of the learning and development requirements of the Early Years Foundation Stage. She is focused on monitoring children's progress thoroughly. She tracks children's achievements rigorously and analyses the information to see if there are any gaps in children's learning. This means, early intervention can take place to target specific issues or problems. Consequently, children continue to make good progress. The childminder is committed to her own professional development because she continually updates and improves her provision. She has attended various short courses, which benefit all children and their families. The childminder uses reflective practice when reviewing all aspects of her service. She has a good improvement programme and has included the views of parents in her self-evaluation. The childminder has positive relationships with other providers and professionals.

Setting details

Unique reference number	505502
Local authority	Derby, City of
Inspection number	855548
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	24 June 2009
Telephone number	

The childminder was registered in 1996. The childminding provision operates Monday to Friday from 7.30am until 6pm, all year round, except for Christmas, and bank and family holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

