

| | |
|--------------------------|-----------------|
| Inspection date | 19 March 2015 |
| Previous inspection date | 7 December 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 quality of teaching is good. Children engage in a range of interesting activities, which meet their individual needs and interests, and contribute to their continued good progress.
- The childminder uses resources in the local environment on a daily basis to extend children's learning and complement their home-based play.
- The childminder promotes the safety of children in her care well. She has undertaken risk assessments to promote children's safety both in her home and during outings.
- Children are happy and develop warm, affectionate bonds with the childminder. Therefore, children are confident and emotionally secure, which helps them prepare for their next stage in learning.
- The childminder makes ongoing improvements to her practice and provision. She attends regular training and obtains feedback from parents. This demonstrates her commitment to improving outcomes for children.

It is not yet outstanding because:

- The childminder does not gain a comprehensive picture of children when they start at her setting. This is because information about children's capabilities, likes and interests on entry, are not always shared.
- The childminder does not always share information with parents about the children's learning so that parents can continue this focused support at home.

What the setting needs to do to improve further

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

- make better use of information from parents when children start at the setting to identify children's capabilities, likes and interests; and use this information to inform future planning to provide even more rich and varied activities that maximise children's learning
- strengthen the existing good partnerships with parents by providing them with even more information about how they can further support their children's learning at home.

Inspection activities

- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector looked at documents, including a selection of policies and children's assessments records.
- The inspector checked evidence of the suitability of the childminder and other adults in the household.
- The inspector obtained the views of parents through written feedback provided.
- The inspector spoke to the childminder at appropriate times throughout the inspection.

Inspector

Tracy Hopkins

Inspection findings

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

Communication between the childminder and parents is generally good. However, information shared with parents focuses more on the child's care routines. Information does not yet consistently include guidance about how they can further support their child's learning at home. This means that a shared approach to support children's progress is not fully maximised. In addition, the childminder seeks basic information from parents about their children's needs. This does not always include seeking details about what their children already know and can do. This does not give the childminder information to gain an accurate baseline and plan more precisely for the next steps in children's learning. Nevertheless, children make good progress. The play room has been dedicated to children's play and learning. The environment is bright, interesting and stimulating. Children have opportunities to explore the wide range of resources and make individual choices. The childminder is actively involved in children's play and teaching is effective. For example, the childminder carefully listens to children as they talk about what they are doing. She questions them further to develop their thinking skills. Children respond well to the childminder's interactions and often choose to play alongside her, promoting their personal and social development.

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

The childminder encourages children to develop independence. Very young children learn to feed themselves with a spoon. Older children use tools and utensils competently. Children initiate their own play and the childminder follows their interests. The play room is homely and comfortable with a range of resources to promote imaginary play. In addition there are plenty of books, construction and puzzles. The childminder frequently takes children to a nearby park, which offers climbing frames, slides and balancing equipment. These activities allow children to take age-appropriate risks. This means they are challenged in their play and learn to persist in developing their physical skills. Children respond positively to the childminder's instructions, reflecting her calm approach to managing their behaviour.

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

The childminder has good knowledge of the Early Years Foundation Stage. She regularly reviews her policies and procedures and implements them effectively. All required documentation is in place and stored safely and securely. The childminder provides a safe and secure environment, which children happily explore. The educational programme provides interesting and challenging experiences for children. Activities often complement what children are learning at pre-school. All children make good progress and the childminder's monitoring of children's progress is effective. This means that children are well-prepared for their next steps in learning. The childminder is aware of how to support children if they do not progress as expected. She demonstrates the ability to adapt planned activities and seek support from outside agencies as necessary.

Setting details

| | |
|------------------------------------|-----------------|
| Unique reference number | EY393293 |
| Local authority | Nottinghamshire |
| Inspection number | 859511 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 16 |
| Name of provider | |
| Date of previous inspection | 7 December 2009 |
| Telephone number | |

The childminder was registered in 2009 and lives in Pleasley, Nottinghamshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays 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

