

Inspection date

14 April 2015

Previous inspection date

22 September 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

- Children benefit from a vibrant and stimulating learning environment, both indoors and outside. An abundance of quality resources effectively support children in their progress.
- The childminder works efficiently with her assistant to provide children with close support and reassurance, and to meet their individual needs. As a result, children form warm and trusting relationships with them.
- The childminder is skilled at nurturing children's self-confidence and independence from a young age. This prepares children well for their future learning and school.
- Children behave well. They develop positive relationships with other children in the setting as they learn to share and take turns. This creates a happy, family environment, and children thoroughly enjoy their time at the setting.
- The childminder and her assistant have a confident awareness of safeguarding policies and procedures, due to effective training arrangements. This means they are able to take prompt and appropriate action should a concern arise, to help keep children safe.
- The childminder is passionate about delivering a high-quality service to ensure that all children have the best start in life. She continually reflects on her practice and sets herself targets to improve her service for all children and their families. As a result, her capacity to continually improve is good.

It is not yet outstanding because:

- Occasionally, teaching is overly directive and children are not able to make their own decisions about what they do.
- The childminder's strategies to encourage parents to contribute to their children's ongoing learning and development, or to share information about their activities and achievements at home, are not always successful.

What the setting needs to do to improve further

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

- raise the quality of teaching even higher so that it is less directive and supports young children's growing independence and motivation further, for example, by encouraging children to make their own decisions about what they do and how they do it
- develop successful systems to enable all parents to regularly contribute to their child's learning and development and to share information about their achievements at home, so that this information can be used to enhance the assessment of children's skills.

Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector spoke to the childminder, her assistant and children throughout the inspection, as appropriate.
- The inspector looked at a selection of policies and procedures and children's assessment records.
- The inspector checked the evidence of suitability and qualifications of the childminder and the suitability of other household members aged over 16 years.
- The inspector conducted a joint observation with the childminder.
- The inspector took account of the views of parents from written questionnaires provided by the childminder.

Inspector

Trisha Turney

Inspection findings

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

The childminder has a good knowledge of the requirements of the Early Years Foundation Stage. As a result, children thrive and are well motivated to learn in this good-quality setting. The childminder provides an exciting, stimulating and well-organised environment, with a wealth of resources to promote learning in all areas of development. The childminder monitors children's ongoing learning and progress very well. This gives her a clear picture of children's stages of development. She uses this information well to help her identify and plan for children's next steps in learning. Younger children develop physical skills as they swing and climb on outdoor equipment. Older children spend some time developing their creative and imaginative skills as they become engrossed in playing with small-world figures. While the teaching is good overall, occasionally the childminder and her assistant can be overly directive when trying to engage children with resources or during creative activities with younger children. This means children are not given the opportunity to make decisions for themselves, or explore the things that spark their interest further.

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

Children feel confident, happy and secure because the childminder establishes positive and trusting relationships with parents and children from the start. They feel a strong sense of belonging and pride because the childminder values their artwork, which she displays in abundance alongside their photographs. The childminder teaches children about keeping safe. For example, they learn to wear helmets when riding outdoor toys. Children have plenty of fresh air and exercise as they use the outdoor play area every day. They enjoy using a variety of small and large equipment to develop their physical skills. Children enjoy a range of fruit, such as figs and gooseberries, at snack time. The childminder and her assistant encourage them to discover new tastes and talk about the flavours and textures they experience. As a result, children learn good eating habits as part of a healthy lifestyle.

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

The childminder and her assistant have completed relevant childcare qualifications to enhance their understanding of how children learn. As a result, a successful educational programme has been implemented to ensure all children progress well. The childminder monitors the work of her assistant well, providing ongoing training to improve practice. Parents are encouraged to view their children's online learning and development records. However, current strategies are not highly successful at encouraging parents to play a full and active role in their child's ongoing learning, for example, by sharing information about their achievements or special events at home. Strong relationships have been established with external agencies, to ensure children's needs are successfully met. Comments from parents show they are extremely happy with the service provided. Overall, partnerships with parents and other professionals are strong.

Setting details

| | |
|------------------------------------|-------------------|
| Unique reference number | EY384331 |
| Local authority | Nottingham City |
| Inspection number | 858868 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 13 |
| Total number of places | 12 |
| Number of children on roll | 12 |
| Name of provider | |
| Date of previous inspection | 22 September 2009 |
| Telephone number | |

The childminder was registered in 2008 and lives in Nottingham. She holds an appropriate early years qualification at level 3. The childminder's husband works as her assistant and he holds an appropriate early years qualification at level 2. Funding for early education is available for two-, three- and four-year-old children. The provision operates Monday to Friday, all year round, except for 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

