

### Inspection date

Previous inspection date

06/03/2013

Not Applicable

### The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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	2
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 make good progress in their learning because the childminder provides challenging experiences that stimulate and meet their individual needs.
- The friendly interactions between the childminder and children help them to form secure attachments and enjoy their time at the childminder's home.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She minimises potential risks, so that children are safe in her home at all times.
- The partnerships with parents are strong. There is effective communication in place to share information between the childminder and parents, so that she can meet children's individual needs efficiently.

#### It is not yet outstanding because

- The childminder does not provide a varied range of resources or activities that reflect similarities and differences between themselves and others and among families, communities and traditions, in order to support children's growing understanding of the world.
- The organisation of snack time does not provide children with opportunities to develop their independence or self-help skills effectively.

## 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 spoke to the childminder, her assistant, parents and children throughout the inspection.
- The inspector observed the children while involved in their play, adult-led activity outside play and snack time.
- The inspector looked at the children's records, including their 'learning journey' records and registration forms.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at the childminder's documentation, including her policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 15 months, two and six years in Ilkeston, in Derbyshire. The whole ground floor, along with two bedrooms and the bathroom on the first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The childminder regularly works with one assistant.

The childminder attends a toddler group and visits the shops and park on a regular basis. There are currently nine children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5pm, 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:

- extend the available range of resources and activities that reflect similarities and differences among families, communities and traditions, in order to support children's growing understanding of the world
  
- strengthen opportunities for children to develop their independence and self-help skills at snack time by, for example, encouraging them to serve their own food and pour their own drinks.

## Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage learning and development requirements. The atmosphere within the home is lively and children are eager to play. Both the childminder and her assistant are very friendly and they are happy to join in with children's play to encourage and help develop their skills. There is a good balance of adult-led activities and children are able to make choices about where and with whom they play. Consequently, children have fun and look forward to their time at the childminder's home.

The childminder carefully plans for children's progress using the prime and specific areas of learning. She establishes trusting relationships with parents, in order to find out as much as she can about their child. She completes regular observations and assessments

of the children to help her to plan for their next stage in their learning. She uses this information effectively to provide interesting and challenging activities for individual children to enjoy while in her care. As a result, children make good progress in all areas of learning in relation to their starting points. Assessment arrangements are very good and parents are involved in setting their child's future learning targets. The childminder tracks children's progress, which she shares with parents efficiently. As a result, this promotes consistency in children's learning and development and encourages parents to be involved in their learning. The childminder has successfully implemented the progress check at age two years.

Children's language is fostered well throughout their play activities. The childminder interacts positively, prompting conversation and repeating words in the correct way to increase children's vocabulary. She incorporates regular singing activities to encourage speaking skills. Children develop their physical skills successfully as they balance on logs and climb up and down the climbing frame. The childminder captures children's curiosity about the outdoor world as she promotes many activities outside. Children learn about the natural world as they participate in activities, such as exploring and investigating playing in the soil, planting vegetables and hunting for creatures. These activities help children to be active learners. For example, the childminder asks the children if they want to join in a 'garden hunt'. She gives all the children a bucket and they go off to explore the garden and collect objects. Children are thrilled to find stones and twigs and there are screams of delight as they find a worm. The childminder makes the most of this spontaneous opportunity to initiate discussion about how the worm moves and she introduces new words, such as 'wiggles'. Children all watch with fascination as the worm wriggles into the soil and one child comments, 'he's gone away' with a sad look on their face. The childminder immediately steps in to cheer them up by singing 'there is a worm at the bottom of my garden'.

Children are finding out how things work as they play with battery operated toys. Older early years children use computers and electronic toys. These activities and resources help children to gain valuable skills to help them learn about technology. Children go on regular outings to the library, toddler groups and around their local community. These trips help to widen children's awareness of the world around them. They begin to learn about the wider world, for instance, as they celebrate festivals, such as Chinese New Year and enjoy making hanging 'snakes' and Chinese dragons. However, there is scope to increase the range of resources and planned activities to help children to learn about the similarities and differences between people, families, cultures and traditions.

Children access a variety of early writing tools. They eagerly use these tools, for example, they use chalks to make circular lines and dots. To develop children's early writing skills further, they have many good opportunities to make marks in different media, such as, cornflour, jelly and paint. These activities also help with children's development of their moving and handling skills and creative development. Children take part in activities that promote their interest in simple mathematics. Their understanding of measure, shape and number increases through everyday activities, such as when making cakes. Children visit the shop to buy ingredients and carefully measure quantities. They count steps as they go up and down stairs and are beginning to recognise numbers on matching games. These activities help children to learn about early mathematical skills. Children enjoy stories and

they enjoy using the recently made 'story sacks', which help the young children to concentrate and listen to stories. The older early years children predict the end of stories. For example, they roar like lions after the story about a zoo. Children are curious and keen to learn. The childminder and her assistant demonstrate effective teaching qualities. They skilfully interact with the children and value their contributions, helping to develop positive attitudes and prepares children for the next stage of their learning.

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

Children are happy and settled in the welcoming and stimulating environment provided by the childminder. They make good relationships with the childminder, who knows the children well. This is because she takes time to find out about the children's likes and dislikes from their parents at the settling-in periods. These settling-in sessions are effective and enable the childminder to understand children's needs and parents' wishes. This supports children's well-being effectively. The childminder provides consistent care and responds quickly to children's needs. For example, she recognises when children are becoming tired and organises her time and that of the assistant to arrange for the children to sleep. As a result, children feel settled and content.

The childminder values all children and they behave well. Children are developing confidence and self-esteem as she praises them for the smallest of achievements. She is a positive role model for children as she models good manners and respect for others. This enables children to develop positive relationships and supports them to develop effective social skills. She provides an environment that is rich in print and resources. Children access these easily from boxes that show labels or from toys and games that are set out on their arrival. In addition, the childminder provides different experiences in each of her rooms. For example, one of the upstairs rooms has been turned into a sensory room. Children enjoy the benefits of this room as they roll around in the shredded paper and watch the flashing lights go on and off. This helps children to use and develop their sensory skills well.

The childminder provides a good routine, so that children learn about good personal care. For instance, she encourages good hygiene procedures of washing and drying hands and feeding themselves at mealtimes. This helps to promote children's independence skills. However, children currently do not help to serve themselves at snack times, in order to become even more independent and develop their self-help skills further. The childminder is vigilant about safety and supervises children closely, taking the necessary steps to keep them safe and secure. Furthermore, children learn about road safety on outings and how to keep themselves safe in an emergency by participating in the fire evacuation drill. As a result, children are becoming aware of how to keep themselves safe at all times. Children enjoy regular opportunities to be active and to develop healthy lifestyles through access to daily fresh air and exercise. They benefit from healthy and nutritious hot cooked meals.

The childminder understands her responsibility to ensure children receive smooth transitions to other settings. She liaises with other settings where children attend, who also deliver the Early Years Foundation Stage. She has set up meetings with local pre-schools and schools. She also has in place a document to send to schools that provides a

summary of the children's learning. This helps to support children's continuity of learning and ensure that they benefit from a smooth transition between the different carers.

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

The childminder has a good understanding of her responsibilities to safeguard children. She effectively meets the safeguarding and welfare requirements at all times. She has a thorough understanding of child protection issues and she knows the procedures to follow should she have concerns about a child's welfare. The childminder undertakes additional training, such as completing safeguarding training, to underpin her knowledge and understanding. She keeps effectively up to date with the legal requirements and updates her paperwork to reflect changes. The childminder places a high priority on keeping children safe. She completes comprehensive risk assessments, which help to effectively promote children's safety indoors and outside of the home and on trips. All required documentation is in place and used efficiently to help to promote children's safety and welfare.

The childminder has a secure awareness of the Early Years Foundation Stage requirements for learning and development. She monitors children's progress and the educational programmes skilfully to help ensure their individual needs are met and to plan challenging activities for them. The childminder's self-evaluation is effective and she has identified improvements to her practice that benefit the children. For example, she creates displays of children's work, so their achievements are valued. She is committed to improving her provision and the quality of care for children. The childminder attends training to improve her ability to provide more challenging and interesting activities and experiences to develop further children's skills and learning. Parents and older early years children contribute to the childminder's self-evaluation process. They complete questionnaires and their suggestions are incorporated, helping them to be part of the improvement of the quality of care and learning for their children.

The childminder forms strong partnerships with parents and shares her detailed policies and procedures with them. She gains parents' views about her provision through verbal feedback daily. The childminder respects parents' wishes and they work together to provide the best possible care enjoy coming to the childminder's home. They are encouraged to share information about their child's progress at home, which the childminder then includes in their learning journal records. The childminder demonstrates a positive approach to forming partnerships. She has established professional links with other settings children also attend to promote consistency and continuity for them.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY452983
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	884681
<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>	9
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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