

Inspection date

Previous inspection date

11/12/2013

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 are happy and secure with the childminder and in the setting. They show strong levels of attachment and interact well with her.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities.
- The children's health, safety and well-being are given priority. The childminder has well-written policies and procedures, and keeps accurate records, which all support children's care and development.
- The childminder establishes positive and trusting partnerships with parents. Frequent communication promotes continuity of care for children and the sharing of information about their learning progress.
- The childminder uses consistent and clear boundaries for young children who develop a good understanding of helpful behaviour.

It is not yet outstanding because

- There is potential for the childminder to build upon the range of resources which promote exploration and investigation.
- The childminder occasionally misses opportunities to fully promote children's communication and language skills through providing time for children to respond verbally.

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 talked with the childminder and children throughout the inspection and toured the premises.
- The inspector looked at the children's learning records, child record forms, planning and other documentation, including policies.
- The inspector completed a joint observation with the childminder.
- The inspector took account of parents' and children's views and read a selection of questionnaires.
- The inspector looked at resources available to the children, observed activities in the playroom and the interaction and learning between the childminder and the children.

Inspector

Lianne McElvaney

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 18 months, four and eight years in Nottingham. The whole of the house is used for childminding purposes although most activities take place on the ground floor and in the garden. Sleeping facilities are situated on the first floor. The childminder attends a childminder support group and visits local resources, such as, shops, parks and the library. She collects children from the local schools.

There are currently four children on roll, three of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance children's exploratory play through the provision of natural materials, to enable them to explore and investigate a wide range of textures and sensory experiences

- enable children to further develop their communication and language skills by giving them more time to respond to questions and ideas.

Inspection judgements

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

The childminder is well organised and provides a welcoming and educational environment, which supports children well. She has a good level of awareness of how to recognise children's individual needs and abilities. For example, she completes thorough learning records of children's progress. Children play with a good range of toys and activities to ensure they are stimulated throughout their day. Children's communication and language development is promoted well as the childminder holds conversations with them. She asks open-ended questions, encouraging children to join in conversations and build their confidence. For example, when walking to school to collect children, the childminder asks the toddlers what they can see and she names the sky, trees and leaves as the toddlers point them out. The childminder shows the children different leaves and uses language to describe them. However, the children need to be given more time to respond and copy words, in order to make best use of these opportunities to develop their language further. The childminder promotes children's understanding of the world around them. She

encourages them to feel the leaves and spot the birds on the birdfeeder. The childminder promotes children's self-esteem and confidence with lots of praise. She considers children's individual interests and needs well when planning activities and experiences based on her knowledge of children's prior learning. She completes accurate and precise observations and assessments of children, and uses these effectively to plan suitably challenging activities.

When a child starts with the childminder, she discusses their particular abilities, needs and interests with their parents. She uses this information, as well as her own observations, to establish each child's capabilities and starting points. The childminder has a secure knowledge of the seven areas of learning, child development and how children learn. Utilising this knowledge, guidance documents and her ongoing observations, she plans activities matched to each child's emerging skills and stage of development, offering additional support as required. The childminder skilfully adapts activities to meet individual children's learning needs, which enables children to make good progress. Parents are kept well informed about their child's learning through a daily diary in which they also make comments. The daily diaries are also used to suggest ways of promoting children's learning at home. Parents make positive comments, for example, as they state how pleased they are with how well their child is learning and how quickly their child settled. The childminder uses information from parents to further enrich her own planning for children so they gain the necessary skills for their future learning. The childminder also completes thorough, regular summaries of each child's individual progress, and records the next steps in their learning and evaluates the activities they have participated in. This helps to monitor their development as it is linked to areas of learning, along with their age and stage of development. The childminder has a very good understanding of the importance of completing the 'progress check at age two', and has begun to prepare documents that she will use to share information with parents and other professionals.

It is evident that children feel safe, secure and relaxed in the indoor environment. The playroom is attractively laid out and children can independently access a variety of resources. Toys are motivational and developmentally appropriate to sufficiently challenge children according to their stage of development. Young children are able to independently access toys, to promote their interest in exploring. The childminder is well aware of the characteristics of effective learning and uses this knowledge to ensure that children are encouraged to actively engage in learning and develop their independence. For example, the childminder follows the children's lead in play and names food in the role-play kitchen. Although children enjoy exploring the toys available, they do not have access to natural materials to promote their exploratory play and sensory experiences further. Children are taken to local toddler groups where they can access a range of physical play. There are further opportunities to climb, swing and slide in the garden and in local parks that the childminder visits.

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

The childminder works well with parents, who are invited to bring their child for several visits prior to when they start attending. She ensures that these visits are tailored to meet the individual needs of the children. This results in settled and comfortable children who

wander confidently around the childminder's home, freely accessing the areas available to them. Discussions with parents as well as her own observations, help the childminder get to know each child. She understands their likes, dislikes and routine and is able to support them according to their individual needs and preferences. For example, she recognises individual children's signs that they are getting tired, such as the way in which a child starts to rub their eyes. Children are happy in her warm care and develop positive and trusting bonds with her. Toddlers are comfortable with her and there are frequent exchanges of smiles and cuddles between them. Close liaison with parents ensures they are kept well informed of their child's well-being. This is enhanced by the use of daily diaries to share information about the child's day. Daily diaries contain information helpful to parents, such as, activities the children have enjoyed, the area of learning this has supported and next steps for children's learning as well as asking for parent's feedback and observations of their child at home. Parents say that their children 'are happy to come to the childminder'. The welcoming, friendly childminder helps young children form secure emotional attachments. As a result, children settle seamlessly into this welcoming home environment, looking forward to coming and being confident to stay on their own. The childminder supports the children and their parents with a caring, considerate approach that enables them to develop deep, trusting relationships. As a result, children progress quickly and feel safe with the childminder. They gain good self-esteem while benefiting from the fun they have with the childminder.

Children's self-esteem and confidence is supported as the childminder constantly praises and encourages their efforts. She reminds them how clever they are through her everyday discussions and comments. The childminder has consistent routines and gives children clear explanations, to ensure that they know what is happening next. Therefore, the children have formed positive and trusting relationships with the childminder as older children want to help and help clear toys away and set the table for dinner. The childminder gives children clear boundaries and explanations to help them to learn what is expected of them. As a result, children's behaviour is good. The childminder is a calm and positive role model and helps children to learn positive behaviour, according to their age and understanding. For example, she repeats expectations of behaviour to ensure children walk home from school safely, to help them understand what is acceptable. Children help to tidy away the resources when they have finished playing with them and this helps them to learn respect for their environment and the resources. They learn about keeping themselves safe as the childminder practises the emergency evacuation procedures on a monthly basis. The childminder ensures that children are supervised at all times so they remain safe and gives safety a high priority. The childminder sets out her home so that minded children are free to access the range of toys and resources to promote their interests. Most resources are stored at a low level to encourage children's confidence and self-motivation to make decisions about resources they want to play with.

Young children gain a good understanding about healthy lifestyles as they are sensitively encouraged to follow personal hygiene routines and learn to manage these independently. Children are beginning to develop good self-help skills as children are encouraged to wash their hands themselves after nappy changes. Highly detailed written risk assessments along with daily checks of the premises, ensure that children play in a safe and clean environment. Children are able to be independent, active and explore securely. Visits away from the setting, such as visits to see the Christmas lights and feeding the ducks at the

park, are robustly risk assessed. The childminder actively develops children's understanding of how to be safe, for example, when crossing roads. The childminder ensures that children's sense of community is promoted well. She takes them out to children's centres and on daily walks to nursery and school. This sense of familiarity and the links the childminder promotes with other practitioners, including other childminders, support children's ongoing learning. This good combination provides support that helps children to build their self-esteem and social skills.

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

Children are kept very safe as the childminder is clear of her role and responsibility to protect them from harm. She has a very good knowledge of safeguarding procedures. The childminder has a clear written safeguarding policy and knows what action to take if she has concerns about a child. The childminder is clear about the signs of abuse and has contact numbers for agencies within her policy. She anticipates and minimises potential hazards, through vigilance and effective risk assessments, enabling children to play freely. An evacuation drill has been practised monthly, to ensure that it works effectively and that children are familiar with the procedure, without being fearful. Children enjoy receiving a certificate to celebrate participating in the fire drill. Documentation is well organised and readily available for inspection. Comprehensive details are gathered about the children and parental consents are obtained to ensure children are cared for according to their parents' wishes. Clear, written policies are shared with parents to ensure they are fully informed about her practice and sign to say they have read the childminder's policies. The childminder establishes very open, positive and trusting partnerships with parents. She promotes regular discussions with them, to ensure children's individual needs are met and to promote continuity of care. Feedback from children's evaluations demonstrate their happiness with the activities the childminder provides. The childminder uses a helpful variety of communication techniques to establish strong day-to-day working relationships with parents including comments from parents. Systems to enable parents to contribute to the assessment of their children's progress is secure. The childminder keeps parents well informed about their children's activities and progress through daily diaries.

Highly detailed written risk assessments along with daily checks of the premises ensure that children play in a safe and clean environment. Visits away from the setting are robustly risk assessed against any dangers which may occur to children and the childminder actively teaches them by developing their understanding of how to be safe.

The childminder has made a good start to childminding. She continually reflects on her practice to identify and rectify any areas for improvement. She has some clear plans for the future, for example, to develop the use of her garden to broaden and improve children's play and learning experiences outside. The childminder welcomes and seeks parents' and children's views, both verbally and through questionnaires, to help her make ongoing, meaningful improvements to her practice. She meets with other childminders to share and emulate good practice. She uses her knowledge of child development and how children learn, reference to guidance documents, plus discussions with parents, to successfully monitor the educational programmes. This ensures all children are offered a

suitable and broad range of experiences to promote their progress towards the early learning goals. The childminder has a good understanding of the learning and development requirements including the characteristics of effective learning. This is particularly so in planning what individual children need to learn next in each area of learning. The childminder sets consistently good standards for her quality of teaching, making good use of publications to monitor children's stages and progress. She regularly reviews the requirements of the Statutory framework for the Early Years Foundation Stage, making sure that all required paperwork and procedures are in place. The childminder has a clear understanding of reasons to liaise with children's key persons at shared settings and the childminder has developed good relationships with the local children's centre where she helps to run a childminder support group.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY462786
Local authority	Nottingham City
Inspection number	925855
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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