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|--------------------------|------------|
| <b>Inspection date</b>   | 16/12/2014 |
| Previous inspection date | 14/03/2013 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| 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        |                         | 3 |

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

#### **This provision requires improvement**

- The childminder provides ongoing support and praise to children as they play and explore. Therefore, children are confident to try out new skills.
- The children are welcomed into a warm and friendly home, where they can enjoy their time with the childminder. They have built good relationships with her, which means they feel safe and secure.
- The childminder has made sufficient progress since her last inspection. She is committed to the ongoing development of her provision by updating her knowledge through training.

#### **It is not yet good because**

- Observation, assessments and planning is not rigorous enough to precisely identify the next steps in each child's learning and ensure they make good progress from their starting points.
- There is scope to enhance the partnerships with other providers that children attend, in order to ensure information about their learning and development is more effectively shared and makes a strong contribution to children's overall learning and development.
- There is room to further develop the partnership with parents, to ensure that information is shared to enable them to support their children's learning more effectively at home.

## 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 observed activities in the play areas on the ground floor and outside in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of the suitability of all household members over 16 years and checked the qualifications of the childminder.

## Inspector

Sue Riley

## Full report

### Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her teenage son in a house in the Aspley area of Nottingham. The whole of the ground floor, first floor bathroom and rear garden are used for childminding. The childminder visits the library and park on a regular basis. She takes and collects children from the local nursery. There are currently two children on roll, both are in the early years age range and attend part time. She operates Monday to Friday all year round, from 7am to 5pm, with the exception of 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 meet the requirements of the Early Years Foundation Stage the provider must:

- use information obtained from observing children to understand their level of achievement, interests and learning styles, and shape learning experiences for each child to help them make the best possible progress in their learning and development.

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

- strengthen partnership working by ensuring there are robust communication links with all the early years settings that children attend, in order to further support children's good learning and development
- improve the sharing of information with parents so that they are provided with support as to how they can complement at home, the children's learning with the childminder.

## Inspection judgements

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

Children make satisfactory progress in their learning and development and are developing some appropriate skills for their next stage of learning, such as nursery or school. The childminder observes children and includes details in their individual learning journey records, which contain photographs of children engaging in planned activities. Children are making some progress towards the early learning goals because the childminder observes them regularly. However, she does not accurately assess their progress or use this

information to identify and plan challenging next steps in all areas of learning. The childminder does not have a comprehensive understanding of the assessment process so that effective support is given to enable children to make good progress, in relation to their capabilities and starting points.

The childminder supports children sensitively and extends children's thinking through talking to them. For example, during playing with the sand, children ask questions about how the sand wheels work. The childminder carefully explains to them how they work and encourages the children to explore their use further. Her interaction and ability to listen sensitively to the children means that communication is appropriately supported in her provision. The childminder encourages children's imagination. For example, in role play the children pretend that they go to the shops on a bus and then the park. Children pretend to cook a meal and make a cup of tea for the inspector. They enjoy singing songs and rhymes when playing with a musical interactive bear. Children are secure and move freely between the activities that are offered to them. The childminder provides a basic range of activities that interest children.

Basic information is shared with parents about their children's daily activities. However, opportunities for children's learning to be consolidated at home are missed because information is not shared effectively between the childminder and parents about how they can support their child's learning at home. The childminder is aware of how to carry out the progress check for children between the ages of two and three years, and how to involve parents in this process. This means that should a child's development be delayed at this age, the childminder would notice this in order to seek early intervention.

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

The childminder shows genuine concern and warmth for the children she cares for. Children show they are happy and secure in her care as they smile and interact with her. Consequently, this supports their emotional well-being and provides a solid foundation for their learning. The childminder is a good role model and knows the children in her care well. Children are well behaved and appear happy, comfortable and content in the childminder's care. They are given plenty of time to explore and investigate in their play, and become independent by choosing their own activities. Children are encouraged to care for the environment. For example, they help to tidy up the toys before getting a different activity out. Children know they have support from the childminder when they need her. The indoor environment is suitably organised to promote the development of the children who attend.

Children's good health is promoted as the childminder has a sound understanding of how to promote children's healthy development. The childminder encourages outdoor play and physical exercise each day. Children walk to and from the local park on a regular basis, this also supports them to become aware of a healthy lifestyle. The outside environment is organised to provide opportunities to promote children's small and large muscle development. Parents currently provide all meals for their children. However, the childminder is aware of what constitutes a healthy balanced diet. She encourages children to learn appropriate hygiene routines. For example, children know when to wash their

hands, sometimes without being reminded by the childminder, and when to wear an apron.

Children develop an understanding of their own safety because the childminder ensures that daily opportunities are included to learn about safety. For example, emergency evacuation drills are planned and carried out, which shows a proactive approach towards helping children to understand safety. New children settle well because the childminder invites parents to bring children to visit her setting several times before they start. She gradually extends their time with her, which helps children to become familiar and develop confidence in her care. The childminder liaises with parents to establish children's care routine from home. This supports consistent care between her and the families, and helps children to confidently move between home and the childminder's home. Older children who move into nursery are emotionally well prepared for this move, through visits, activities and discussions.

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

The childminder has a satisfactory understanding of her responsibilities in meeting both the learning and development, and the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a suitable knowledge of child protection issues and has accessed appropriate training in this area. This ensures that she is aware of potential signs of abuse and neglect, and has an adequate understanding of her responsibilities regarding protecting children from harm. For example, the childminder knows what she must do if she has any concerns about a child, and which agencies she must inform to ensure they are protected from harm. Risk assessments are conducted so children play in a safe and secure environment. The required records and documents are in place and used appropriately to meet children's needs. The childminder is aware of when to inform Ofsted of any changes to her provision or herself that would impact on the care of the children.

The childminder has a varied range of written policies and procedures, which she implements appropriately to support children's safety, and the smooth operation and management of her setting. She has made satisfactory progress since her last inspection and the subsequent three monitoring visits, and has mainly addressed the actions raised. The childminder has attended training around behaviour management, to aid her understanding of managing children's behaviour in a positive manner. She now ensures that when sitting in the highchair, children are secured in a safe manner. The childminder has improved her planning of activities for children, to ensure they make progress. However, this system is still in the early stages of being developed. The childminder has started to monitor her provision through self-evaluation and has a satisfactory overview of her strengths and weaknesses. This enables her to make some continuous improvements to her setting, for the benefit of children's care. The childminder is in the early stages of monitoring the educational programmes for children, as she recognises improvements are needed in this area to secure children's good overall learning.

The childminder gets to know the children she is caring for and develops positive

relationships with their parents. When families start with her, she shares information with parents to ensure they understand her policies, procedures and how her practice operates. Consequently, parents are made aware of the childminder's responsibilities and how she organises children's care. The childminder gathers information from parents about their children's care needs. This helps her meet children's individual care needs appropriately. The childminder talks to parents daily about what they have been doing. However, the partnership with the other providers of the Early Years Foundation Stage are not so well established. This means that not all providers are working together to meet the care, well-being, and learning and development of the children.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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>     | EY409522        |
| <b>Local authority</b>             | Nottingham City |
| <b>Inspection number</b>           | 951400          |
| <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>      | 6               |
| <b>Number of children on roll</b>  | 2               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 14/03/2013      |
| <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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