

<b>Inspection date</b>	18/10/2012
Previous inspection date	18/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 is satisfactory**

- Children feel safe and secure as they play in a warm and welcoming environment and have familiar routines. They form secure attachments with the childminder.
- The childminder encourages the children's independence, helping to promote their confidence and well-being.
- The childminder is keen to make ongoing improvements, through access to training, to improve her practice and enhance outcomes for all children.
- The childminder has a sound understanding of promoting the health and safety of children. She assesses the risks on the premises to ensure children can use the areas indoors and outside safely.

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

- The systems to find out about children's starting points in relation to their learning and development are not fully explored. Parents are not actively involved in their child's learning.
- The childminder has begun to familiarise herself with the new Statutory Framework for the Early Years Foundation Stage, she does not yet fully understand the developmental age bands.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 took a tour of the setting.
- The inspector observed child-initiated and adult-guided experiences.
- The inspector examined a selection of the childminder's paperwork.

## Inspector

Sharon Alleary

## Full Report

### Information about the setting

The childminder was registered in 2007. She lives with her husband and 14 year old child in Deeping St James, near Peterborough. The whole of the ground floor of the house is used for childminding and there is a fully enclosed, garden used for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. There are currently seven children on roll, of whom three are in the early years age range.

The childminder drives to local schools and pre-schools to take and collect children. The family have a pet guinea pig and rabbit.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- assess each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan the next steps in learning for each child.

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

- develop systems for encouraging parents to contribute to their children's 'Learning Journeys' and extend information gained on entry about children's starting points.

## **Inspection judgements**

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

The childminder has basic knowledge of the seven areas of learning but does provide a varied range of activities that are based on children's interests, this ensures they are happy and engaged. Children's listening and attention skills are encouraged as the childminder sings familiar songs and rhymes during every day routines and when playing with a nursery rhyme game. The childminder has, generally, good knowledge of how children develop and learn and she uses this information to expand learning opportunities. For instance, when playing outside the children noticed some insects and were later encouraged to paint spiders and insects to take home, this also promoted their physical development.

The childminder completes 'Development Files' with a selection of assessments and photographs. Through systematic observations she is developing her planning and assessment, however, systems for considering children's age and stage of development are not yet fully understood and so she cannot consistently plan for children's next steps. This means they may not make the progress expected of them. Children display characteristics of effective learning as they engage in playing and exploring, for instance, children have a strong exploratory impulse as they push buttons and discover cause and effect as the music switches on.

The childminder creates positive relationships with parents who have commented kindly about her care, however, the system to engage parents in their children's starting points on entry and engagement in their 'Development Files' is not yet fully established, this means that learning from home cannot fully be incorporated into their child's learning and

development. Children are working comfortably within their age and stage of development.

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

The childminder has a warm and caring manner and consequently, the children feel safe and secure. Children constantly seek attention from the childminder which she gives gladly. The childminder encourages the children to respect and tolerate each other. Children explore the environment with confidence and independence and the childminder understands children's safety as she talks with them about sitting nicely on chairs. The childminder has a clear evacuation procedure to follow in the event of a fire. Children gain an understanding of the need for physical exercise as the childminder gives high priority to outdoor play and they go on regular outings and visits to farms and parks. The childminder talks about using up lots of energy as the children spend quality time on the trampoline. Older children manage their own personal needs with confidence. Children are encouraged to adopt a healthy diet as they bring a nutritious lunchbox and keep hydrated throughout the day with fresh drinks being offered constantly.

The environment is stimulating and welcoming with a wide range of resources both indoors and outside. Resources cover all areas of learning in the Statutory Framework for the Early Years Foundation Stage and relate to all ages and stages of development. The childminder provides good physical and emotional support for children in her care which prepares them for the next stage in their learning. The childminder has a positive attitude towards transitions to other settings.

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

The childminder has a satisfactory knowledge of the areas of learning and how children learn. She is consistently seeking knowledge of the revised Early Years Foundation Stage to promote the seven areas of learning and how to support children's progress towards the early learning goals.

The childminder has a solid knowledge of how to safeguard the children in her care and she understands what to do if she is worried about a child. The childminder has completed a relevant paediatric first aid course. There is a reasonable selection of policies and procedures in place that underpin the reliable running of the practice. Risk assessments are carried out as part of a visual check and ongoing hazards are identified to minimise risks to all children.

Effective self-evaluation systems are in place to inform the childminder's priorities. She values the input from parents and children and parents are invited to contribute by means of a questionnaire. The childminder is committed to accessing any training that will support her knowledge, understanding and practice to improve outcomes for children. The childminder is aware of her duty to liaise with other agencies to secure and support children's needs and has a good system for sharing information with shared carers.

## 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	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. 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>	EY355081
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	820894
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/09/2008
<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 that are usually their 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

T: 0300 123 4234  
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