

Inspection date	07/11/2012
Previous inspection date	06/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 play and learn in a secure, safe and welcoming setting, which is well-organised to meet their needs.
- Children make good progress towards the early learning goals and benefit from a full range of learning and development opportunities because of the childminder's effective planning which is linked to good quality observations and assessments.
- The childminder works closely with parents and shares good information regarding children's routines and progress. This promotes good continuity of children's care and gives good opportunities to reinforce children's learning in and out of the setting.

It is not yet outstanding because

- Although the childminder uses a variety of methods to reflect upon different areas and to plan for improvement, there is no comprehensive self-evaluation used that thoroughly reviews all aspects of children's welfare and their learning and development.

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 observed activities in the downstairs play areas and outdoor play area.
- The inspector spoke with the childminder at appropriate times throughout the inspection and shared observations with the childminder of children's learning.
- The inspector looked at learning profiles, children's records and a selection of policies and procedures.

Inspector

Sarah Measures

Full Report

Information about the setting

The childminder registered in 1994. She lives with her partner and one child aged 11 years in the village of Milton Malsor, Northamptonshire. The whole ground floor of the childminder's house is used for childcare purposes. There is a fully enclosed garden for outdoor play. The childminder has a pet dog.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one

child in the early years age group on a part-time basis. She also cares for four older children who attend before and after school, with various part-time arrangements. The childminder meets regularly with other childminders and receives support from the local authority.

What the setting needs to do to improve further

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

- improve the identification of strengths and areas for improvement by closely reflecting upon all aspects of children's welfare and their learning and development.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and of how children learn. She continually observes children in order to accurately assess their progress. She completes a range of good quality observations that she skilfully uses to show where children are at in relation to their progress towards the early learning goals. She uses her assessments to plan for the next steps in children's development across all areas. Children enjoy their learning and they achieve well because planning is very much child-led and organised according to their interests and individual learning needs. For example, children confidently count but do not yet understand the meaning of number. The childminder, therefore, includes activities and practical opportunities for them to count and compare in order to develop their understanding. She works closely with parents and provides good information and activities to support and reinforce children's learning at home.

The childminder actively encourages children's language for communication and thinking through her discussions and interactions that involve children in routines, and she encourages them to make choices. These purposeful interactions also make sure children are valued and included and make the most of spontaneous opportunities for children's learning. The childminder meets regularly with other childminders and friends with young children in order for children to develop relationships out of the setting and to gain new experiences. For example, she organises parties and group activities at her own home for all of the children to have fun and gain new experiences.

Children enjoy a varied range of creative and messy play activities that give good opportunities to use different tools and materials and to use their imagination and learn new skills. Children share songs and stories with the childminder, which they enjoy and which further encourage their language development and literacy. They play challenging

games that help them to look at colours, shapes, numbers, letters and sounds. The childminder keeps a well-presented and professional record of children's good progress towards the early learning goals from their starting points, which are carefully assessed by working closely with parents.

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

Children form warm and close relationships with the childminder and other children. They demonstrate their feelings of security and fondness for the childminder as they sing familiar songs while they play and approach the childminder readily to give her a kiss and a cuddle. Children have good access to outdoor play in the newly developed outdoor play area. They can choose to play outside and enjoy various outdoor activities for as long as they wish. This helps them to develop healthy habits and routines. Children are encouraged to consider their own needs and to complete self-care tasks for themselves in order to develop their independence. They behave well because they are well-stimulated and supported by the childminder who is attentive to their needs and constantly observes them to monitor their well-being.

Children learn to be responsible, well-mannered and to consider others because of the childminder's good role-modelling and purposeful discussions and interactions. Ongoing discussions regarding children's needs take place with parents. The childminder has close working relationships with parents which enables open and friendly discussions to take place. Consequently, she has a good knowledge of children's home-life and routines in order to value children within the setting. The childminder prepares children well for school through her professional and knowledgeable planning to meet their individual needs.

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

The childminder is committed to providing children with good quality care and educational experiences. She works well with parents to understand and meet children's care and their learning and developmental needs. She meets regularly with other childcare professionals in order to share ideas to improve. The childminder uses a variety of methods to evaluate different aspects of the provision and her monitoring of children's educational programmes is particularly effective. However, she has no comprehensive system of self-evaluation that she can use to thoroughly identify strengths and any areas for development across all aspects of the Early Years Foundation Stage.

The childminder has well-organised records that meet the requirements and support children's health and safety. She has a professional attitude towards her work and shares a range of policy information with parents to promote good continuity of children's care and learning. The childminder has thorough policies and procedures in place to safeguard children from abuse and neglect. She has a good understanding of safety issues. She supervises children well and risk-assesses her home to make sure hazards to children are kept to a minimum. As a result, children play and learn in a safe and well-organised environment where they very much feel at home.

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

Unique reference number	221336
Local authority	Northamptonshire
Inspection number	818192
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	06/09/2011
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 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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