

Inspection date	21/11/2012
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	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		3
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 enjoy engaging with the childminder and show an interest in the activities she provides.
- Children, especially babies, settle very well and form strong bonds and attachments.

It is not yet good because

- The system that is used for observation, assessment and planning is not fully developed and it is not used consistently to always show how children are making progress.
- There are no child-sized table and chairs available so very young children have to do activities using an adult chair and desk and cannot reach all the materials and participate as well as they could.
- The childminder gathers limited information from parents about their child when they first start.
- The childminder is not fully reflective about the strengths and weaknesses of her setting and does not raise precise targets for driving improvement or include parents and children in this process.

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 had a tour of the premises.
- The inspector completed observations in the playroom.
- The inspector and childminder did a joint observation and discussed this.
The inspector sampled children's observations, assessments and planning and
- looked at a selection of policies, procedures and information, given to and gathered from parents.

Inspector

Anne Barnsley

Full Report

Information about the setting

The childminder was registered in 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged nine and 12 years, in a house in Grantham, Lincolnshire and uses the ground floor and the rear garden for childminding.

The childminder has completed basic training, including first aid and child protection, and

updates her knowledge through specific courses, such as, the new Early Years Foundation Stage. She attends a childminder group, a local toddler group and activities in the local Children's Centre. She is a member of the National Childminding Association and receives support from the local authority. She visits the local shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently four children on roll, three are in the early years age group and attend for a variety of sessions. The fourth child is school-age and attends before and after school. The childminder is open all year round from 7am to 7pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- improve the system of observation and assessment to ensure that children's individual progress is accurately tracked and monitored in all areas of learning and development.

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

- improve the quality of the information gathered from parents about their child when they first start and contribute this to the initial assessment
- improve self-evaluation by being more reflective about the strengths and weaknesses in the setting, raising clearer targets for ongoing improvement, prioritising how and when these will be achieved and developing a system for ensuring that parents and children are involved in the process
- provide appropriate furniture that meets the needs of the ages and stages of the children who attend.

Inspection judgements

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

The childminder has a sound knowledge of the seven areas of learning and she provides the children with suitable activities, which they enjoy. She currently minds babies and has an appropriate range of resources that promote their learning and development in all areas. She has recently moved house and is still in the process of setting up her playroom

and does not yet have furniture, such as, a child-height table and chairs for them to use for crafts activities. This means that, at the moment, babies sit in an adult chair at the desk and cannot always reach their resources well enough. However, many activities take place on the floor so that babies can move easily from one toy to another as they decide. The childminder sits on the floor with babies and interacts well by chatting to them about what is happening. She uses good intonation in her voice to communicate, motivate and enthuse babies. Babies are responsive and listen and understand what is being said. When doing a colouring activity with a 14 month old baby the childminder says the colours yellow and red and the baby copies what she says. She talks about the animals in the books and the baby makes the animal sounds in response. The baby holds large crayons and pencil crayons well, showing good control, and although at such a young age, has not mastered the skills to colour inside the lines with precision, shows a clear understanding of colouring on the figures.

The childminder undertakes some observations of children and links these to the areas of learning in some cases. She correctly focuses on the prime areas of learning as she minds babies. She sometimes uses the development bands and raises next steps to plan around. She understands the principles of observation, assessment and planning, but has not yet fully embedded her system to ensure a continuous process that shows how children are tracked throughout their progress. This makes it difficult for the childminder to be certain that planning is accurately tailored to provide each child with the correct level of challenge or support they individually need. Children display some characteristics of effective learning as they engage in playing and exploring, for instance, children have a strong exploratory impulse as they open drawers and look in storage boxes to see what is inside for them to play with. They point at pictures in books, showing an interest in the pictures and communicating this to the childminder. Children are working comfortably within their age and stage of development.

The childminder creates positive relationships with parents and sets time aside each day to chat to them about their child's day. She does settling-in visits before contracts are agreed to ensure that the children and parents are happy. However, the information she gathers from parents about their children's starting points is basic and does not provide her with a detailed insight to the children's needs or level of development. She does make observations of children when they first start and uses this information to plan for them, but without comprehensive contributions from the parents she is not fully aware of the full range of needs each child has. The systems to engage parents in their child's ongoing 'Learning Journeys' are developing positively as parents contribute observations from home. This enables the childminder to take account of children's achievements and interests outside her setting. It also enables parents to continue their child's learning at home, which provides children with continuity and consistency in their learning and development. She provides every parent with a diary, which is used as a two-way means of communication as well as a source for keeping parents informed about their child's day and care.

The childminder has a warm and caring manner and, subsequently, the children feel safe and secure. Children who have only been with the childminder for a short time are already displaying secure attachments. She offers lots of positive encouragement, praise and support. The childminder encourages the children to respect and tolerate each other by acting as a good role model and offering clear boundaries and expectations. Children explore the environment with confidence and independence.

The childminder understands about children's safety and she uses routine opportunities to reinforce this, for instance, talking to babies about what is taking place and why. Children gain an understanding of the need for physical exercise as they make regular visits to the parks and make positive use of the garden. Babies enjoy dancing and moving to music which develops their coordination and they have plenty of space to move around in. Children are helped in managing their own personal needs as the childminder supports them well with regular nappy changes, washing their hands before snack, and following their sleep routines. Children gain an understanding of a healthy diet as they are well nourished with healthy meals and supplementary snacks, such as, raisins, fruit or yoghurt. As they grow they enjoy taking part in gardening activities, such as, growing vegetables and cooking activities, which helps them to learn about the origins of food and how these are used.

The environment provides a suitable range of resources both indoors and outside. During warmer weather indoor resources are taken outdoors so that children have continuous learning opportunities. Resources cover all areas of learning and are appropriate for the ages and stages of development for the babies who attend. Babies also attend toddler groups and sessions in the local Children's Centre where they enjoy additional resources and activities. They learn to socialise with other children and adults, which promotes their confidence and aids with their transitions to other settings in the future.

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

The childminder has a satisfactory knowledge of the Statutory Framework for the Early Years Foundation Stage. She is an active member of her local childminding group and meets regularly to share practice ideas to help develop her knowledge and the quality of the educational programmes she provides. She works closely in partnership with the local authority and undertakes recommended training, such as, the new Early Years Foundation Stage course and a safeguarding course.

The childminder has a sound knowledge of how to safeguard the children in her care and she understands what to do if she is worried about a child. She has an appropriate range of policies and procedures in place, which she shares with parents so that they are informed about how she organises her setting to keep children safe. Although, policies do not reflect the care of older children with regard to safeguarding. She has completed a relevant paediatric first aid course, which equips her to deal with minor injuries and accidents. Full risk assessments are carried out at least once each year, or sooner if

anything changes. She also undertakes daily checks to ensure the continued safety of the premises and the effectiveness of the safety measures she has in place for the children she minds. This takes account of children's developing and changing needs and identifies if there is a need to introduce different safety measures to minimise risks.

Self-evaluation systems are not yet in place to inform the childminder's priorities and she does not have precise targets for driving improvement. She shows a commitment to training as she has booked a safeguarding course, but she is not yet fully reflective of her practice because she does not give consideration to all aspects of her provision or involve parents and children in this process. Currently, no children attend other settings, but through discussion, the childminder is clear about the importance of forging partnerships with other practitioners who provide shared care and knows how she will do this when the time comes.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- update the safeguarding policy to include current legislation about the use of mobile phones and cameras in the setting. (Arrangements for safeguarding children)(both parts of the Childcare Register)
- take action as specified above (Arrangments for safeguarding children).

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. 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	EY103096
Local authority	Lincolnshire
Inspection number	819491
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	26/01/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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