

Inspection date	21/11/2012
Previous inspection date	22/06/2009

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 form secure attachments with the kind and caring childminder which enables them to settle well in her care.
- Children are cared for in a homely environment, where they feel confident to explore the toys and resources in safety.
- Close relationships with parents have been established which benefits children's time at the setting.

It is not yet good because

- Planned activities are not clearly linked to the educational programmes, or the seven areas of learning, to reflect children's individual stages and ages of development.
- Assessment procedures are not used as an effective tool to inform planning or to enable parents to contribute to their children's development by extending learning at home.
- The use of mobile phones and cameras in the setting have not been considered in safeguarding procedures.
- Systems for self-evaluation are not fully developed to ensure that regular monitoring and analysis of the provision is maintained.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed activities taking place in the front lounge and kitchen.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation records, a selection of policies, the register of attendance and children's records.

Inspector

Carly Mooney

Full Report

Information about the setting

The childminder was registered in 2006 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, 15 and 10 years in a house in Boston, Lincolnshire and uses the whole of the ground floor and the rear garden for childminding.

The childminder has completed basic training, including first aid. She attends a local group

and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, these are all in the early years age group, who attend for a variety of sessions, this includes one school-age child who attends before and after school. She is open all year round from 7.45am to 6pm 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:

- ensure each child's level of development is assessed against the early learning goals and use information about children's individual needs and interests more effectively to support their progress across the prime and specific areas of learning
- help parents to consistently share what they know about their child in relation to their ongoing learning and development and use this information to inform the planning of activities
- ensure the appropriate use of mobile phones and cameras in the setting are included in the procedure to safeguard children, and this can be clearly explained to parents, carers and others.

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

- develop systems for self-evaluation that effectively monitor and analyse self-practice and take into account the views of children and their parents.

Inspection judgements

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

The childminder has a general understanding of how children learn and provides a suitable range of toys and resources to promote learning. For example, a wooden dolls house to support imaginative play. The childminder, occasionally, observes children in their play and keeps a basic record of these observations, some of which are meaningful. However, she is not yet using her observations effectively to plan for individual children's needs or to show how observations clearly link to the seven areas of learning. However, despite this children are happy and engaged and receive sufficient support from the childminder. She ensures she gets down to their level, offering care and attention to support their

emotional well-being.

The childminder provides a homely environment where children confidently help themselves to toys and resources to support the play they are interested in. For example, shape sorters and dolls. Children are becoming confident talkers and are increasing their vocabulary on a daily basis. The childminder encourages speech as she talks to children as they play, often repeating words for reinforcement and she encourages young children to say what they would like rather than pointing. Everyday activities support children's counting skills and resources, such as, a cash register, which allows young children to become familiar with numbers in their play.

The childminder frequently uses a local group for social interaction and activities, such as, messy play and crafts. Children have some use of the childminder's garden for fresh air, although visits to local parks, woods and activity centres, further supports children's physical development. Children's understanding of valuing and respecting others is supported through their play with suitable resources that promote other cultures.

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

Children have formed close bonds with the childminder, seeking her out for cuddles when needing reassurance. Clear relationships have also formed with other members of the childminder's family, with children choosing the childminder's adult daughter to have a cuddle with and drink their milk. Children behave appropriately for their age and, through the childminder's calm and consistent approach, are beginning to learn to play cooperatively together. Children have formed close bonds with their peers. For example, calling them by name and fetching their drink when fetching their own. Children receive praise and encouragement by the childminder for their efforts.

Basic hygiene routines are adhered to by all, as children use individual named flannels to wipe their hands and face. The childminder acts as a clear role model as children see her wash her own hands after procedures, such as changing nappies. Parents provide all meals and most snacks, although, some healthy snacks are offered by the childminder. Children are helped to gain an understanding of healthy foods, as each year they help to grow fruit and vegetables in the childminder's greenhouse. Fresh drinking water is available to children at all times in individual lidded cups.

Children play in a safe and secure environment as sufficient safety practices are adhered to, such as, the effective storage of sharp objects. Risks are assessed visually on a daily basis and minimised as necessary, including places away from the home that children visit.

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

The childminder has a range of policies and procedures in place to support her practice and these are shared with parents. Documentation, such as, attendance records which

supports children's safety and welfare are appropriately maintained. She demonstrates a sufficient understanding of safeguarding requirements and is aware of the signs and symptoms that would alert her concerns and the procedure she needs to follow in reporting these. However, the childminder has not considered her procedures for the use of mobile phones and cameras within the setting to further protect children of all ages in her care.

The childminder is, generally, aware of where improvement is needed within her setting but is yet to implement effective systems for self-evaluation that support long term achievements. As a result, monitoring of the educational provision is not in place, resulting in identification of children's level of achievement not being robust across all the areas of development. Therefore, there is limited planning of experiences that are based on individual learning.

The discussion the childminder has with parents when they first bring their children to the provision ensures that she has a sound, basic understanding of them as individuals. A daily exchange of information takes place verbally about the child's day. However, during their time with the childminder, parents have limited opportunities to further contribute to their child's assessment record to further improve these procedures. Furthermore, the childminder does not share ideas with parents as to how they can extend their child's learning at home. Parents do, however, speak highly of the care provided by the childminder. For example, they comment that she is helpful, caring, considerate and flexible. Children attend other settings and the childminder liaises with others who share the care of children.

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:

- implement a written statement of procedures to be followed for the protection of children, with regard to the appropriate use of mobile phones and cameras in the setting (Arrangements for safeguarding children)(both parts of the Childcare Register).
- take action as specified above(Arrangements 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	EY334511
Local authority	Lincolnshire
Inspection number	820625

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22/06/2009
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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