

Inspection date	29/11/2012
Previous inspection date	23/05/2011

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 learn and progress well because the childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She also has a comprehensive understanding of how children learn through play and discussions.
- Children are happy, secure, motivated and enthusiastic to explore. They behave well and are self-assured.
- Children communicate skilfully because the childminder ensures that children are given opportunities to develop their language skills. Language delay is prioritised and children's home languages are acknowledged and respected.

It is not yet outstanding because

- The childminder has not established alternative ways for parents to share information about their children, in order to progress their learning.

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 main playroom and the sitting room.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's individual assessment and planning records, policies and procedures, evidence of training and a range of other documentation.

Inspector

Karen Tyas

Full Report

Information about the setting

The childminder was registered in 2007. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in the Ermine area of Lincoln. The whole of her home is used for childminding purposes, except for the bedrooms, and there is a fully enclosed garden for outdoor play opportunities. There are schools, pre-schools and nurseries within walking distance. The family has a pet dog.

The childminder has a level 3 childcare qualification, is registered with the National Childminder's Association and has completed basic training, including paediatric first aid

and child protection. She updates her knowledge through specific courses, such as food hygiene and inclusion. The childminder takes children on outings to the local library, shops and park on a regular basis. She also collects children from the local schools and pre-schools.

There are currently five children on roll, three children are in the early years age group, who attend for a variety of sessions and two are school-aged children, who attend after school. She provides care all year round from 7.00am to 6.30pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- improve the contribution that working in partnership with parents makes to children's learning and progress, by offering different ways for parents to share information, such as a daily diary.

Inspection judgements

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

Children behave well because the childminder is a good role model and consistently reminds them to use good manners and to be kind to one another. The childminder promotes skills, such as, putting coats and shoes on and hand washing and routines. This ensures that toddlers are beginning to acquire the skills they need, in order to be ready to attend school. The childminder plans effectively for children's next stages of learning through regular observation and accurate assessments of what children can and cannot do. She has high expectations of children, placing emphasis on learning through play and giving children opportunities to make choices, such as, when two-year-olds choose, which activities to play with. This means that children progress well towards the early learning goals in relation to their starting points and some are exceeding their expected level of achievement. For example, a two-year-old child points to the numbers six and seven on their T-shirt, then points to matching numbers on the electronic toy, saying the numbers out loud. This demonstrates they are thinking critically and beginning to make links and recognise numbers.

Children's physical development benefits from a broad variety of resources for both inside and outdoor play opportunities. For example, the childminder supplies a comprehensive selection of electronic toys, craft materials, books and ride-on toys. The childminder

understands each child's unique qualities and needs. This ensures that children's play has sufficient challenge to enable them to extend their learning and development as they actively learn while they explore, problem solve, create and think critically. The educational programmes have depth and breadth across all seven areas of learning because the childminder has a secure knowledge and understanding of how to promote learning and development. Additionally, parents contribute to the childminder's knowledge of each individual child through informal daily discussions. However, there is a limited amount of alternative ways of sharing information between the childminder and parents. This means that all parents cannot fully contribute to their children's learning and progress.

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

Children are happy and settled within the childminder's home because the main playroom has a comfortable sofa, low tables, chairs and toys, which provide a homely atmosphere. The playroom has windows, with brightly coloured sun-catchers and looks out onto the back garden. Children look out of the windows, which generates conversation about the environment as they watch the birds and aeroplanes. The childminder has an in-depth knowledge of each child's character, personality, likes and dislikes. For example, she acknowledges that a two-year-old child is particularly sensitive and responds to this by stroking their cheek and comforting them when they fall. She hugs and cuddles the children and readily sits on the floor to play with them. This ensures that children feel nurtured and form strong emotional attachments with the childminder, therefore, they learn and progress because they feel safe and secure.

The childminder uses positive praise to encourage children to behave well and as recognition of a job well done. Children's self-confidence is enhanced as a result. Children are confident and self-assured, which motivates them to explore and investigate as they gain the skills they need to make transitions in their lives. For example, the childminder explains her expectations of good behaviour, which helps children to become self-aware and learn skills to manage their own feelings and behaviour. Children are well behaved and play together, which fosters a feeling of belonging within the home and enhances their social skills, particularly when forming friendships. Children of all ages are encouraged to talk about their feelings and the childminder uses a wall chart as one way for children to express how they feel.

Children feel safe and secure within the childminder's home as they move freely and confidently, choosing activities that interest them. This is because the childminder ensures that safety is a priority and conducts regular safety checks and fire drills. She encourages young children to learn self-care skills to prepare them for school, such as, feeding themselves, hand washing and making healthy food choices during snack time. For example, as they choose cereals, raisins and vegetables. Children's all-round development and emotional well-being are supported because the childminder provides support and stimulating activities that enhance learning opportunities. The childminder provides a range of experiences that develop children's emerging skills and independence, such as baking, dressing-up and role play. Children of all ages have opportunities to visit the local

park and shops, which promotes physical activity and develops their understanding of the natural world. For example, toddlers collect leaves and make collages, which they give to their parents.

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

The childminder fully meets the welfare requirements of the Early Years Foundation Stage. She has a comprehensive knowledge and understanding of safeguarding issues and the procedures to follow. All children remain safe because the childminder has a good understanding of risk assessment and conducts regular safety checks. She consistently observes children and plans for their next stages of learning, ensuring that their progress is promoted across all areas of learning.

The childminder effectively identifies gaps in her knowledge and seeks appropriate training and guidance from the local authority to address these issues. She has acted on the action and recommendations from the previous inspection, which demonstrates a capacity to maintain improvement. There are strong links between priorities, which are identified through reflection and plans for improvement. For example, the childminder takes account of parent's contributions and local authority suggestions when identifying further training needs.

The childminder works closely with parents and demonstrates her understanding of each child's individual circumstances through conversations about family members, cultures and festivities. For example, the childminder displays wall charts, showing other languages and promotes inclusion through books, games and conversations with children of all ages. Children are prepared for school transitions because the childminder encourages them to use scissors, draw and paint, sit still and listen. Toddlers accompany the childminder when she collects older children from school. This means that they become familiar with the school and this helps prepare them for when they make the transition to formal education.

Children receive high quality consistent care because the childminder fully understands the importance of partnership working with other agencies. For example, children visit the local library and children's centre. Also the childminder has a comprehensive procedure for making referrals if children require early intervention to support their needs.

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
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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	EY347875
Local authority	Lincolnshire
Inspection number	820827

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	23/05/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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