

<b>Inspection date</b>	03/12/2012
Previous inspection date	11/12/2008

<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		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 feel safe and secure with the childminder because they are valued and experience familiar routines.
- The childminder has a clear understanding of how to promote the health and well-being of the children in her care.
- The childminder understands how to support children's development and learning effectively.

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

- Ofsted are not notified of changes to the household as required.
- Partnerships with parents and other providers do not effectively support continuity of learning for all children.
- The childminder does not have an effective way of evaluating and monitoring her childminding practice.

## 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 talked to the childminder about the play experiences they observed together and the plans for the future of her provision.
- The inspector looked at the areas of the childminder's home used by the children.
- The inspector looked at children's records and a selection of relevant documentation, including the risk assessment and safeguarding policy.

## Inspector

Anne Archer

## Full Report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two teenage step-children and a five-month-old baby in a house in Finedon near Wellingborough, Northamptonshire. Ground floor rooms are used for childminding with access to the toilet on the first floor. There is a rear garden available for outdoor play.

The childminder has completed basic training including first aid and child protection and has achieved a home based childcare qualification to level 3. She attends local childminder

support groups and a children's centre. The childminder visits the local shops and parks on a regular basis. She collects children from the nearby school and pre-school.

There are currently seven children on roll. Four are in the early years age group and attend for a variety of sessions. Three are school-age children who attend before and/or after school and/or during school holidays. The childminder is open all year round 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:**

- notify Ofsted of any significant changes to the household which may affect the childminding registration.

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

- encourage and enable all parents to share what they know about their child's learning experiences at home and use this shared knowledge and understanding to help children progress further
- establish a regular two-way flow of information with other providers of the Early Years Foundation Stage which minded children attend to ensure continuity of progress towards the early learning goals
- develop further the use of self-evaluation by taking into account the views of children and their parents, and use this to question, monitor and analyse practice so that quality improvements can be made that will successfully support children's achievements and development over time.

### **Inspection judgements**

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

The childminder has a clear understanding of the seven areas of learning, enabling her to provide a variety of toys and resources that hold children's attention. They learn to master basic skills and ideas, such as when they create a straight line of vehicles along the length of the rug and identify them by type and colour. Activities are suitable for the stage of development of the children present, enabling them to develop the necessary skills to prepare for the next stage in their learning. Early communication is well supported as the childminder speaks directly to the children making it clear what she would like them to do.

She listens to their views and makes suggestions about how they can be accommodated. For example, when the child asked for more cars to play with she suggested they ask a friend if they could borrow some of hers. The child was satisfied with this response. Activities linked to all areas of learning are available for children to participate in with the childminder taking into account their interests and preferences.

The childminder develops satisfactory working partnership with parents, enabling her to gain sufficient information to be able to start planning for their children's first days with her. She uses a secure online service to help her assess children's progress in the seven areas of learning. Parents are able to look at and add comments to the assessments at their convenience. However, the childminder has not yet successfully encouraged all parents to share details of their children's experiences and learning at home so that she can use this information to gain a clear understanding of all children's achievements and so build on this to help children progress further. Children have a variety of experiences with the childminder outside the home. They attend support groups where they meet and play with other minded children which helps to develop their social skills. They visit the local park to use the climbing apparatus and play running games. They also go to the nearby country park to explore and play, and this ensures they have fresh air and gain an understanding of the world, while developing and improving their physical skills. Partnership working has been established with other providers of the Early Years Foundation Stage, whose settings minded children attend, although, these relationships concentrate mainly on sharing information about children's welfare, and there is more to do to build effective lines of communication about children's learning and development so that continuity of learning is strengthened.

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

Children feel safe and secure with the childminder who makes sure she obtains information from parents about likes, dislikes and routines, particularly for babies. This enables her to settle the children effectively and support their individual needs. Her knowledge of their needs is very clear. She makes sure that their food is provided at the times parents wish, such as before getting ready to go to pre-school. Parents choose to supply the food that their children eat and the childminder talks to them about providing a nutritious, balanced packed lunch.

The childminder makes sure that each child feels valued by giving them her individual attention whenever she can. For example, she and an older child do something special together when the baby is asleep. Children are encouraged and supported to become independent in their self-care, ensuring they are ready for school. Children behave well under the childminder's clear, consistent guidance. She makes sure they understand the boundaries early on, particularly in relation to their personal safety, such as when walking in the town or when using her car. Children have use of the childminder's garden in fine weather. They have picnics, ride on toys and use the other play equipment, such as the climbing frame, under her watchful eye.

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

## provision

The childminder is committed to developing her childminding practice. She has completed the action and recommendations raised at the last inspection and has achieved a Level 3 qualification in home-based childcare. However, she is not yet using self-evaluation to best effect. For example, she does not use the views of parents and children to help her analyse the effectiveness of her practice or monitor and track the impact of any improvements that have been made. She continues to attend short courses provided by the local authority to refresh and update her understanding of, for example, safeguarding and the learning and development requirements.

Since the last inspection, the childminder has failed to inform the regulator of a change in her household which means that safeguarding requirements are not fully met. There is no impact on the minded children she cares for and their safety is not jeopardised. The childminder keeps parents informed of any changes that occur within her household and also when she alters her childminding practices in some way, for example, to implement the revised requirements of the Early Years Foundation Stage.

The childminder understands her responsibilities in meeting the learning and development requirements, including monitoring children's progress towards the early learning goals. To support this she is using a secure online package which parents are able to access and contribute to. The childminder understands about the importance of partnerships with other agencies who support the children in her care and works with parents to ensure they benefit from them.

The childminder's knowledge of the safeguarding and welfare requirements is strong and children's safety is promoted well. She has appropriate practices in place to support her management of child protection related issues and has recently updated her documentation to reflect the revised requirements. The childminder ensures that her home and equipment are in good order and that any potential hazards are minimised to acceptable levels, for example, by using safety equipment appropriately.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY376616
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	821419
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5

<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/12/2008
<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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