

Inspection date	05/12/2012
Previous inspection date	10/05/2011

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

- The childminder identifies and addresses children's different needs successfully, so that they make progress in their learning.
- The environment is welcoming for children and parents, and children are happy, settled and secure.
- Actions taken to manage or eliminate risks are effective. Safety of the environment and equipment is good and the steps taken to safeguard children and promote their good health are effective.
- Children make good progress in their mathematical development because the childminder effectively promotes counting and problem solving as she supports children's play.

It is not yet outstanding because

- Opportunities for children to learn about diversity are limited. They gain some awareness of disability but do not learn about different cultures, traditions and beliefs.

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 as children played in ground floor rooms.
- The inspector looked at a selection of records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Jan Burnet

Full Report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. She lives with her husband in the village of Kislingbury, on the outskirts of Northampton. The living room, kitchen, conservatory and bathroom on the ground floor are used for childminding. An enclosed garden is used for outdoor play.

The childminder walks to the local school and pre-school to take and collect children.

The childminder is currently caring for seven children and of these, four are aged under eight years. There are two children in the early years age group and one attends school on a full-time basis. All children attend on a part-time basis. The childminder usually offers a service all year round, but currently children attend during term time only.

What the setting needs to do to improve further

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

- improve opportunities for children to learn that they have similarities and differences, for example, by gaining an awareness of different cultures, traditions and beliefs.

Inspection judgements

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

The childminder has a good knowledge and understanding of requirements for promoting children's learning and development. She is aware of the prime and specific areas of learning. The childminder works effectively in partnership with parents and other early years providers to ensure that children are challenged effectively to reach the next steps in their learning. She plans activities and provides resources that link to children's interests. As a result, children are making good progress in all areas of their development. Favourite resources are cars and trains and children choose from a good variety. They also enjoy playing with construction toys and demonstrate good mathematical development as they do so. Children sort building bricks according to colour and talk about the number of each colour in the towers that they build. They count the bricks carefully with one to one correspondence and talk about having 'more' of one colour than another.

Children's physical development is effectively fostered. They practise control of their bodies as they move in different ways to music and join in with the actions as they sing songs. Manipulative skills are developing well. Children carefully and competently build with small bricks and use small beads to create and name shapes. The childminder plans cooking activities and children enjoy decorating cakes. They are supported well by the childminder as they weigh icing sugar on digital scales. The childminder asks the children to tell her when the scales reach the numeral six. They are encouraged to name the numerals that they can see as the icing sugar is added to the scales. Children then mix the icing sugar and water together and talk about how the mixture changes. The childminder encourages the children to spread the icing sugar onto fairy cakes and they do so with only a little help, initially saying to the childminder, 'Let's do it together'. Small Christmas decorations are then placed carefully on top of the cakes by the children. The childminder

encourages children to calculate as she asks them to compare the number of decorations and the number of cakes left to decorate. Children recognise that there are four of each remaining and they immediately recognise that there are five decorations when she adds one more. Children demonstrate good control as they carefully pour 'sprinkles' onto the cakes. The childminder allows children to dip a finger into the remaining icing sugar and children say, 'just a little bit or you will get fat'. The childminder agrees and also reminds children that sugar is not good for their teeth.

Children's skills in communication and language are developing well. The childminder talks with them as she supports their play and ensures that children have time to think and respond to her open questions. Children are able to recognise their name in print and they choose different colours as they make marks with paint and crayons. Children enjoy sitting with her and listening to stories and current favourites are ones that are linked to Christmas. Books are always available for children and some of these reflect positive images of diversity. The childminder is aware that children gain some awareness of different festivals at playgroup and at school, but she is unsure what this involves. She does not plan activities that help children to gain an awareness of different cultures and traditions.

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

The childminder ensures that children are settled and happy. Children confidently express their needs and opinions and relationships between the childminder and them are good. Children talk about the friendships that they have formed at their pre-school group and the toys that they like to play with. They behave well and the childminder manages behaviour with the use of positive reinforcement. She offers good support and works well in cooperation with parents and other early years providers. The childminder promotes children's independence effectively. She encourages them to address their own personal hygiene needs and choose their own resources, which are safe and developmentally appropriate. Children readily put on their own coats and request help with fasteners, and they try to put on their own shoes.

The childminder ensures that her home is warm and welcoming for children and their parents. Children's well-being is addressed well because the environment is healthy and safe. Children are aware of the benefits of physical exercise and the childminder teaches them how to keep themselves safe, for example, they learn how to cross the road safely. Lunch is provided by parents and is eaten by children at their pre-school group. However, when necessary the childminder uses her food hygiene knowledge effectively to protect children's good health. She provides healthy snacks. All required records linked to children's health and safety are kept. Admission forms include detail on each child's individual care needs and the childminder makes sure that she engages with parents and other providers, in order to ensure consistency of care. Parents are provided with information on a full range of policies, including ones on illness and accidents.

The effectiveness of the leadership and management of the early years

provision

Effective systems are in place to ensure improvement to the quality of care and learning for children and their families. The childminder is aware of the revised Statutory Framework for the Early Years Foundation Stage Requirements and the Development Matters guidance. Children are making good progress. The childminder improves her knowledge and skills by ensuring that she keeps up to date with any changes to requirements. She shares good practice ideas with other childminders and welcomes help and support from local early years advisors, in order to improve her practice. The childminder ensures that she has the latest publication of the Northamptonshire Safeguarding Children Board procedures but her priority for improvement is to attend training. An action raised at the time of the last inspection with regard to record keeping has been addressed. Recommendations have also been satisfactorily addressed.

The childminder is aware of her responsibilities to provide a safe and secure environment for children and to protect them from abuse and neglect. She successfully identifies and addresses potential risks in her home and garden. For example, children are safe because the glass in the green house is covered with safety film. A safeguarding policy contains valuable information on the procedure that she will follow if concerned about a child and a copy is provided for parents. A range of policies, including complaints, are also provided. These appropriately reflect the ethos of her childminding provision. Children are safeguarded because the childminder ensures that they are never left unsupervised with anyone, who has not been vetted.

Close bonds are formed between the childminder and the children and the partnership with parents is good. As a result of this, consistency for children is addressed well. Partnerships with other early years providers are effective in ensuring continuity of care and learning for children. The childminder obtains information on every child as an individual and successfully meets their individual needs. However, children's learning with regard to diversity is not fully addressed. The childminder talks to them about disability, but their awareness of different cultures and beliefs is not maximised. All required documentation and records are kept in good order. Resources meet the needs of children effectively.

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	221354
Local authority	Northamptonshire
Inspection number	818193

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	10/05/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

