

Inspection date	14/12/2012
Previous inspection date	16/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		2
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 happy, settled and secure in the childminder's care. This is because the childminder asks parents for specific information on their children's routines, which helps the childminder to cater for children's individual needs when they first start to attend. Children learn to behave well and to play safely as the childminder encourages them to respect clear boundaries within her home.
- Children play imaginatively with their toys and resources, with the childminder actively engaging and supporting them in their chosen play experiences. This helps to encourage and promote children's language and communication skills.

It is not yet good because

- The childminder has yet to assess children's progress to ensure she is fully aware of each child's stage of development. This will then enable her to plan more effectively for children's future learning needs to ensure every child is making progress.
- Information on children's progress has yet to be exchanged with parents. The childminder has also yet to fully encourage parents to regularly share information from home about their children's interests and learning. This will provide opportunities for the childminder and parents to further support children's progress as they continue to build on their specific experiences and interests.

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 and care routines in the lounge. The kitchen, bathroom and garden were also seen.
- The inspector spoke with the childminder and the child at appropriate times throughout the inspection.
- The inspector looked at relevant documentation including policies, children's records and observation files.
- The inspector took account of the views of parents and carers through written reference letters and information included in the self-evaluation.

Inspector

Melanie Arnold

Full Report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Brant Road, Lincoln, Lincolnshire. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and visits the park on a regular basis. She collects children from the local schools. There is currently one child on roll within the early years age range. The childminder also provides care for children over the age of five years. She operates all year round from 6am to 6pm, Monday to Friday, except for her family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop the process of ongoing assessment to identify each child's level of achievement within the seven areas of learning in relation to their age and stage of development and use this information to plan future learning experiences for each child.

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

- develop further the relationships with parents and carers by consistently encouraging them to share information about their child's learning at home and by keeping them informed about their child's achievements and progress.

Inspection judgements

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

Children are making satisfactory progress in their learning and development. They happily engage in a range of suitable play experiences, which are provided in line with their interests. Children freely select their own play materials from the good range provided, with the childminder offering appropriate levels of support as she engages in their chosen play experiences. This encourages children's use of imagination and develops their language and communication skills. For example, a child displays her good use of imagination as she role plays with the small world play people, acting out experiences which are familiar to her. The child's interest is maintained in the activity for a considerable length of time and her communication skills are promoted as the childminder engages in her play. Simple conversations form as the childminder asks some relevant open ended questions, which provides appropriate challenge for the child. At other times the child and the childminder role play and develop simple conversations which they act out through their play people. For example, when the childminder's play person states they are going down the slide, the child communicates back through their play person as she says 'I coming to join you'. The child also recognises that some of the small world

play people are familiar characters from popular children's television shows. She then recalls and repeats familiar phrases that these characters say as she continues to play imaginatively. This shows how the child's memory is developing as she is beginning to recall and join experiences as she plays.

The childminder is beginning to develop observational assessment records for each child. Although observations are made on children, they have yet to be linked to the aspects of learning and used to accurately assess children's progress so that a further range of challenging experiences can be planned. The childminder encourages some links with home by using 'Jofli', a bear who travels with children when they go on holidays or on special outings. Parents are encouraged to write about the experiences 'Jofli' has had with their children, which are then shared with the childminder. However, the childminder does not gather regular information about children's interests and achievements from home. This, along with assessments of children's progress not being shared with parents, minimises the opportunities for children's learning to be extended at home or within the childminder's care.

Babies are appropriately supported as the childminder provides them with a range of sensory experiences. This provides them with opportunities to explore and to develop their skills through touching and feeling. They are also provided with the space they need as they learn important physical skills, like rolling over and then crawling. Children engage in outdoor play experiences during trips to the park and when going on regular walks. They also have fun building with bricks and carefully build a tower from the threading beads. This helps them to develop their concentration and fine motor skills. A suitable range of art, craft and music activities helps to develop children's creativity. Children freely access a range of books, including dual language books. This enables all children, including children with English as an additional language, to develop their understanding and spoken English skills. It also helps children to learn to respect and value the uniqueness of others as they are introduced to words and print in other languages. Children often count out loud as they play and they also develop their sorting skills when they organise the bricks they are playing with into different colours. This helps children to develop their mathematical skills.

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

Children show high levels of confidence and are happy in the childminder's care. They form secure attachments with the childminder because she works closely with parents to ascertain key information on their care routines from home. This enables the childminder to help children to settle and feel secure because their care needs are effectively met. The childminder acts as a positive role model, valuing and respecting the individuality of each child, as well as promoting children's good behaviour. Children within the early years age range respond well to the effective use of praise and encouragement, which promotes their self-esteem. The childminder also uses appropriate behaviour management techniques, helping children to learn to respect the clear boundaries she sets. For example, when a child throws a toy, the childminder remains calm as she explains to the child that it is not nice to throw. She also shows her disapproval of the child's actions, by shaking her head and changing her facial expression. This simple, yet effective response,

helps the child to learn to play safely.

Children are developing a healthy lifestyle as they are encouraged to adopt appropriate health and hygiene practices during the daily routine. Parents provide their children with a balanced diet in line with their dietary requirements. Children are encouraged to be active as they walk to and from school each day and their physical skills are further promoted when they go to the park. Younger children are also prepared for their transition to school as the childminder uses the school run as a way of discussing and preparing them for their next big step in life. Children's independence is also continually promoted as they grow and develop. For example, as children get older the childminder encourages them to develop independence with their self-care skills. Information is passed on to other providers, so the new setting has information on children's starting points and interests. All of this helps children to feel ready for starting school.

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

The childminder is aware of her roles and responsibilities and she is developing her educational provision to ensure all requirements are fully met. The home is securely maintained and appropriately organised to create a warm and welcoming environment for children to play and develop. Relevant policies, procedures and documents are in place, completed with necessary information and used to safeguard children. For example, the childminder supervises children well and she risk assesses all areas used by them to ensure they are safe and secure. A clear outings procedure is also followed to ensure children's safety is maintained whilst they are away from the childminder's home. The childminder holds a current paediatric first aid certificate and her sound knowledge of child protection procedures results in children being protected from potential harm.

The childminder has completed all required training and she has also continued to develop her knowledge through completing a range of additional training courses. This shows her commitment to developing her provision through her own ongoing development. The childminder works in partnership with parents to ensure children's care needs are fully met. Children benefit because the childminder establishes appropriate communication channels with parents, resulting in the exchange of some relevant information. Parents make positive comments about the childminder, stating their children are happy and like to attend. Links with other providers are developed, when necessary, to aid children's continuity of care and learning. The childminder appropriately monitors and evaluates her provision, which includes seeking the views of parents. This helps her to work with parents to identify her strengths and to identify some appropriate targets for future development.

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	260490
Local authority	Lincolnshire
Inspection number	892878
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	16/03/2009
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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