

Inspection date	09/01/2013
Previous inspection date	11/09/2009

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		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 happily engage in a suitable range of indoor and outdoor play activities, which meet their needs. The childminder engages in children's chosen play experiences with them, asking appropriate questions. This provides children with appropriate levels of challenge, whilst also promoting their communication and language skills.
- Children are cared for in a safe, secure home, where the childminder gathers some clear information from parents when children first start. This ensures children's individual care needs are met well, which helps them to feel settled and secure.

It is not yet good because

- Ongoing observational assessments have yet to be updated to identify children's progress against the seven areas of learning. They have also yet to be used to plan future purposeful learning experiences for individual children, which cover all areas of learning. This will ensure every child achieves to their full potential.
- A robust system of self-evaluation has yet to be implemented to ensure all areas of the childminder's provision are effectively monitored. This will help the childminder to quickly identify targets for improvement and take action to ensure children benefit from improved practice in all areas.
- Parents have yet to be consistently encouraged to share information about their own children's learning and development. This will enable the childminder to plan a further range of interesting activities, which build on children's achievements 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 processes in the ground floor rooms.
- The inspector spoke with the childminder and child at appropriate times throughout the inspection.
- The inspector looked at planning, observation and assessment records, as well as other relevant documentation.
- The inspector took account of the views of a parent through a written letter.

Inspector

Melanie Arnold

Full Report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage children in Bracebridge Heath, Lincolnshire. The whole of the ground floor and the rear garden are used for childminding.

There are currently three children on roll, two of whom are within the early years age range. The childminder offers care all year round from 8am to 6pm from Monday to Friday, except for bank holidays and family holidays.

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; use this information to plan future learning experiences for each child, ensuring all areas of learning and development are implemented through planned, purposeful play experiences.

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

- devise and implement a thorough process of self-evaluation, which includes monitoring the educational provision and seeking the views of parents, so that weaknesses are quickly identified and action is taken to address these
- 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 future activities.

Inspection judgements

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

Children make satisfactory progress in their development. They have fun as they happily engage in a suitable range of play experiences, delivered through indoor and outdoor play. For example, children enjoy going for walks through the trees, listening and looking at the range of different things they can see and hear. This allows children to use their senses as they explore the outdoor environment. Children enjoy freely accessing and looking at books inside. They turn the pages one by one and answer the childminder's questions about what they can see on each page. This helps to promote children's enjoyment of books and their communication and language skills.

The childminder engages in children's chosen play experiences with them, asking appropriate questions. This provides appropriate levels of challenge for children and also promotes their skills in different areas. For example, when playing with the farm animals, children are encouraged to count how many sheep they have. A child correctly identifies

they have three sheep. When playing with the soft balls, children correctly identify the different colours of the balls when asked to do so by the childminder. This helps children to develop their understanding and speaking skills, whilst also promoting their counting and colour recognition. However, planning, observations and assessments have yet to be updated to ensure they effectively promote and monitor children's progress within the seven areas of learning. They have also yet to be used to plan future purposeful play experiences covering all areas of learning, to fully ensure every child achieves to their full potential.

The childminder shares satisfactory information about children's learning and development with parents. Parents receive a two-year-old progress report, which they are encouraged to contribute to. This enables the childminder and parents to work together as they continue to support the child's development at this age. However, parents are not always actively encouraged to provide information about their children's learning and development on a regular basis. This prevents the childminder from planning a further range of challenging experiences, which build on children's interests and achievements from home.

Children freely access a developmentally appropriate range of toys and resources to meet their needs. Their creativity and mark making skills are promoted through painting, drawing and colouring activities. They also enjoy making collages out of leaves and using rolling pins and cutters when playing with play dough. Babies are encouraged to move as they reach out for their toys and resources. They show interest in other children's play when they try and assist them to put the shapes into the shape sorter. An older child enjoys watching animal programmes and songs on a popular children's internet site. They excitedly point and advise the childminder which picture to click on next, sitting and watching intently as they listen to the story or song. Regular visits to the park and play opportunities where children chase and pop bubbles, help them to develop their physical skills.

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

Children are happy and relate well to the childminder, showing confidence and security in their surroundings. For example, children freely move around the childminder's home, independently choosing what they would like to play with. They also freely decide where to play with their chosen resources, opting to play where they feel most comfortable. Children are confident to express themselves and to make their needs known, with the childminder actively responding to their requests when appropriate. For example, a younger child points and asks for an orange showing they are hungry. The childminder confirms it is snack time and provides the child with an orange to meet their needs. The childminder gathers clear information from parents when children first start. This enables her to meet children's individual needs and helps them to settle into her care. The childminder provides a warm and welcoming home, where children quickly bond and form a secure emotional attachment with her. Children receive lots of praise and encouragement, which promotes their self-esteem. The childminder acts as a positive role model, continually promoting children's good behaviour and manners.

Children's awareness of developing a healthy lifestyle is actively promoted through the reinforcement of good health and hygiene routines. A healthy eating policy ensures parents provide their children with a balanced diet during the day. Additional healthy snacks are provided by the childminder, which meet children's dietary requirements. Regular walks, outdoor play experiences and trips to the park provide children with lots of opportunities to be active. Children attend a toddler group, which provides them with opportunities to socialise with their peers. This helps them to learn to play cooperatively as they interact with children of a similar age. Children's health and self-care skills are effectively promoted as the childminder encourages their independence with toileting, hand washing and dressing. Stories and discussions about starting school help children to prepare for the next big step in their life.

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

The childminder has a satisfactory awareness of her roles and responsibilities. She remains in sole charge of children at all times and ensures they are constantly supervised to ensure their safety is protected. Suitable policies, procedures and documents are in place, completed with appropriate information and used to safeguard children. For example, the home and garden are securely maintained and steps are taken to minimise potential hazards in all areas. A clear outings procedure is followed, which helps to protect children from potential harm. The childminder holds a current paediatric first aid certificate and has a secure knowledge of child protection procedures, which ensures the welfare of children is maintained.

The childminder works in partnership with parents to ensure children's care needs are fully met. Parents are kept appropriately informed of their children's care, learning and development, through the use of a daily diaries, discussions and accessible observational assessment records. Parents comment positively about the childminder's provision, stating they are happy with the care their children receive. Relevant information is exchanged with other providers where the care of children is shared. This adequately promotes continuity of care and learning for these children.

The childminder has a general overview of her strengths and some areas requiring further development. She has improved her provision by adequately working on the recommendations raised at the last inspection. She has also updated some of her procedures to ensure they are in line with current requirements. However, a robust system of self-evaluation, which includes the views of parents and covers the educational provision, is not yet in place. Therefore, improvements have yet to be made in all areas to fully ensure the effective implementation of the Early Years Foundation Stage. This will help the childminder to create a continually improving provision, where children's care and learning are further enhanced.

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	EY235471
Local authority	Lincolnshire
Inspection number	819632
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	11/09/2009
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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