

Inspection date	10/01/2013
Previous inspection date	30/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides a broad range of interesting and challenging learning opportunities for each child and this enables them to make good progress in their learning and development. The educational programmes have depth and breadth and provide interesting and challenging experiences for children.
- The childminder is a good role model. She uses consistently applied strategies and provides clear guidance for children about what is acceptable behaviour. Children are gaining an understanding of risk through activities that encourage them to explore their environment.
- Partnerships with parents, external agencies and other providers are well-established and make a strong contribution to meeting children's needs.

It is not yet outstanding because

- The childminder has not yet developed robust strategies to ensure all parents are fully included in their children's learning and development.

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 dining room and the lounge.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector had thorough discussions with the childminder throughout the inspection.

Inspector

Beverly A Kemp-Russell

Full Report

Information about the setting

The childminder was registered in 2007. She lives with her husband and two children in Scotter, Lincolnshire. All areas of the home are used for childminding and there is a fully enclosed garden suitable for outdoor play. The premises are accessible by one step and parking is available at the front of the property. The family has a tank of fish and a cat.

The childminder works with two other childminders. There are currently 18 children on roll, seven of whom are within the early years age range. The childminder also cares for older children and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop strategies to ensure all parents engage in their children's development and learning in the setting and at home. Help parents share what they know about their children to enable parents to be well-informed about their children's achievements and progress.

Inspection judgements

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

The childminder and her co-childminders provide a broad range of interesting and challenging learning opportunities for each child and this enables them to make good progress in their learning and development. The educational programmes have depth and breadth and provide interesting and challenging experiences for children. She uses the nearby amenities to offer these experiences in a number of different environments. For example, she visits indoor activity play areas, the park and swimming pool with the children. This provides stimulating play experiences which help them make good progress in their learning and physical development. These visits make learning fun for the children and do not confine activities to the childminder's home. Children are also prepared for school by visiting the local children's centre, indoor play areas and the swimming pool where they get used to being away from the home environment.

Children are well cared for and they have clearly built up close bonds with the childminder and her family. They explore the home environment confidently, playing with the good quality equipment, which is age appropriate and supports their learning. The childminder encourages children's communication development as she chats with them and explains what she is doing. For example, she names items of food during lunch time so that they can begin to learn the names of everyday objects. The childminder sings to the children at various times throughout the day so they get used to routines. This provides continuity of care and learning for children who spend a significant amount of time with the childminder.

The childminder adapts equipment and activities to meet children's individual needs. She plans her time well so that each child has individual attention and benefits from activities that they find interesting. Children make butterflies and enjoy using a range of media, such as felt tips, paint and glue. Children play with programmable toys with buttons and flashing lights and they laugh and giggle, as they play with the childminder. Children benefit from looking at the computer with photographs of their homes and family members, and they share these with the childminder. She encourages their interest in books by encouraging them to join in with favourite stories and taking children to the local library.

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

Children relate well to the childminder and her co-childminders because the relationship between them is warm and strong. A well-established key person system helps children form secure attachments. They are motivated to learn because the childminder plans well to meet their needs and offers a wide variety of interesting, accessible resources.

The childminder is a good role model. She uses consistently applied strategies and provides clear guidance for children about what is acceptable behaviour. Children are gaining an understanding of risk through activities that encourage them to explore their environment. For example, they know to sit on their chairs keeping all four legs on the floor to stop them falling. The childminder talks to the children about road safety so that they learn how to walk along the street safely. The childminder assists children to wash their hands at appropriate times and talks to them about why they need to do so.

Children practise a range of physical skills and get fresh air when they go into the garden or visit the local park. They learn to develop healthy eating habits as they select nutritious snacks, meals and drinks, all home cooked by the childminder. The childminder helps children to understand the benefits of these foods because she sits with them at meal times and talks about healthy eating.

The childminder has built well-established partnerships with parents, external agencies and other providers making a strong contribution to meeting children's needs.

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

The childminder understands her responsibilities in delivering the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage. The environment is warm and welcoming and the childminder provides a good range of activities for children.

The childminder's observations of children's progress enable her to help them develop in areas where they need support and she does this by providing learning and physical development opportunities for them in different environments.

The childminder completes risk assessments for trips away from her home. She assesses risks in the home and takes action to minimise these with a mixture of supervision, clear boundaries and safety equipment. The childminder has a robust safeguarding policy and she understands the procedures to follow if she has concerns about a child in her care. She holds a current first aid certificate, which means she can give appropriate treatment to children if they have an accident in the home environment or when visiting other places. The childminder has effective systems in place to ensure that practitioners and any other person who is likely to have regular contact with children are suitable.

The childminder works well with parents as their children are settling in and she provides detailed information about children's activities and care routines. Although children are making good progress and the planning provides a range of challenging activities, the childminder does not yet fully involve parents in some aspects of their children's learning. Robust systems are not in place to ensure parents fully contribute to their children's learning and development. As a result, some information about children's development at home is not effectively shared in order for the childminder to have a complete view of their learning.

The childminder has yet to complete a progress check at age two but her observations clearly show children's achievements and levels of development. The childminder liaises with other childminders at playgroup and ideas about good practice are shared. She is involved with training meetings with the local childminder co-ordinator and attends training courses to update her knowledge.

Through questionnaires to parents and her own review of her provision, the childminder identifies her own strengths and weaknesses to develop her practice 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
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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	EY364097
Local authority	Lincolnshire
Inspection number	894796
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	17

Number of children on roll	18
Name of provider	
Date of previous inspection	30/03/2009
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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