

Inspection date	16/01/2013
Previous inspection date	08/03/2010

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 provides a welcoming, child friendly, family home where children are settled and happy. The childminder, shows a clear understanding of the seven areas of learning and offers a balance of activities to support children in making good progress in their learning and development.
- The childminder has effectively identified strengths and weaknesses through self-evaluation. There are strong links between identified priorities and plans for improvement.
- 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 motivating experiences for children.

It is not yet outstanding because

- The childminder has not yet developed strategies to ensure parents are fully included in their children's learning and development. Strategies do not enable them to contribute to ensure they are well involved in their child's progress.

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 lounge/dining room and play room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's scrap books, communication books, 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 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged nine, six and four years in a house in Gainsborough and uses the whole of the ground floor, the first floor bathroom and the rear garden for childminding.

The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. There are currently five children on roll in the early years age group who attend for a variety of sessions. She is open all year round from 7am to 6pm Monday to Friday except for family holidays.

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 provides a welcoming atmosphere where children are settled and happy. She has a clear understanding of the seven areas of learning and offers a balance of activities to support children in making good progress. She organises her service to ensure that children receive individual attention appropriate to their needs. Informal planning is in place and is flexible so that it can be adapted to focus on and extend children's interests and provide challenge. The childminder observes children at play and is developing a record of children's progress so the information gained from her observations of children can be used to identify the next steps in each child's learning. Scrap books are used as learning journals and contain photographs of what children are doing and their learning and development is recorded. Initial meetings with parents require them to complete relevant documents outlining children likes, dislikes and routines. However, strategies to ensure all parents engage in their children's development and learning in the setting and at home are not robust. Consequently, parents are not fully informed of or included in their children's achievements and progress.

The childminder incorporates a balance of adult and child-initiated experiences into the daily routine and supports children in their learning and development. Children's language and communication skills are promoted well as the childminder listens carefully to the children and responds appropriately. She asks questions to encourage children to think and gives explanations to them when investigating the treasure box. This enables children to broaden their understanding of the natural materials in the box.

Children enjoy looking at picture books with the childminder and she encourages and supports children's responses. Children's communication and language development is fostered through regular conversations during play and care routines. The childminder sings to a young child during nappy changing routines, building secure attachments. Children have opportunities to make models with play dough and from junk, discussing the colours and shapes they make using various equipment. This helps develop children's fine manipulative skills, as well as letting them explore the texture of the materials. This child-initiated activity means children remained interested and focused and helps them develop a positive attitude for the next stage in their learning.

Children freely choose resources from the playroom and also take part in adult-initiated activities. The childminder provides materials for children to freely explore colour, texture and shape and helps them make their own. Children thoroughly enjoy creating using materials, such as, paint, pasta, glue, pencils and paper. Younger children thoroughly enjoy exploring the interesting range of programmable toys. They investigate what sounds they make when pressing buttons and delight in the flashing lights and colours. These simple activities lay firm foundations for children's future learning and school readiness. Outings in the community ensure children become aware of the area they live in. Children enjoy walks to the local school and nursery, to the park and shops. They go on outings to places of interest, such as a museum and pig farm.

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

Children demonstrate that they feel very secure with the childminder. They enjoy her cuddles and positive interaction as she sings to them and follows their interests. This supports children's emotional well-being as they form positive relationships with the childminder. Children's individual likes, dislikes and home routines are discussed with parents so that these can be promoted in the setting. The childminder spends much of her time playing with the children, which impacts on children's developing confidence and positive self-esteem. The childminder has lots of photographs of the children. This helps to support their sense of belonging as the childminder clearly values their achievements which she records through the photographs.

Children display good behaviour as they respond to the childminder's consistent and positive role modelling. The children develop good self-care skills, learning how to use a spoon competently and making choices about the food they eat. Children are supported to live healthy lifestyles as there is a successful focus on outdoor activities and on the importance of eating healthy foods and snacks. The childminder's plans visits to local groups and the local nursery to help children to develop confidence and independence in situations away from her setting. She is also beginning to establish links with the local school where children attend. Discussions demonstrate that she values the importance of working in partnership with all professionals and this is an area that she is currently developing.

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

The childminder demonstrates a good understanding of her responsibilities regarding safeguarding children and she has a policy and procedure in place. She has conducted risk assessments to help her identify potential hazards in the home and safety equipment is fitted as required. Children are supervised closely and the home is kept secure. The childminder has effectively identified strengths and weaknesses through self-evaluation. There are strong links between identified priorities and plans for improvement. For example, she shows a commitment to improving her skills, knowledge and practice by attending further training to help ensure children make good progress in their learning.

The childminder has developed positive relationships with parents and shares information about children's routines, meals and activities through daily diaries and discussion. The childminder uses her indepth knowledge of the children and the Early Years Foundation Stage to help monitor their progress and uses documents, such as, 'Development Matters in the Early Years Foundation Stage' to support her assessment of children. She is aware of working with other people caring for the children, ensuring that they are well supported in making the transition to nursery and school.

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	EY371333
Local authority	Lincolnshire
Inspection number	821266
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	08/03/2010
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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