

Inspection date

17/01/2013

Previous inspection date

25/09/2009

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

- Children's uniqueness is valued because the childminder works very closely with parents. She actively develops effective channels of communication to ensure robust information is shared. This results in the childminder providing individualised care to meet each child's specific needs.
- Children enjoy participating in an interesting range of activities delivered through indoor and outdoor play experiences. These are made purposeful as the childminder or her assistant engage in children's play, asking questions. Activities are also planned to ensure each child is moving forward in their development. This enables children to make good progress in their learning and development.
- The childminder implements her clear policies and procedures well to ensure the welfare and safety of children is maintained. She is a motivated professional who has a firm commitment to improving her knowledge through ongoing training. This helps the childminder to continue to develop her practice for the benefit of children's care, learning and development.

It is not yet outstanding because

- The childminder has yet to further improve arrangements to more effectively monitor children's progress to ensure every child is achieving across all areas of learning.

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 practices in the ground floor rooms and outside play area. She also looked at the first floor bedroom where children sleep.
- The inspector spoke with the childminder, her assistant and the children at appropriate times throughout the inspection.
- The inspector looked at planning, observation and assessment records, as well as other relevant documentation, including the childminder's self-evaluation.
- The inspector took account of the views of parents and carers through written reference letters.

Inspector

Melanie Arnold

Full Report

Information about the setting

The childminder has been registered for over 25 years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, older son and his girlfriend in Cherry Willingham, Lincoln. The childminder's husband occasionally works with her as an assistant and her son's girlfriend

regularly works with her as her main assistant. The whole of the ground floor is used for playing and the first floor is used for sleeping and when providing overnight care.

There are currently 16 children on roll, 10 of whom are in the early years age range. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- increase existing systems to better monitor and track children's progress across all seven areas of learning and development.

Inspection judgements

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

Children happily engage in an interesting range of activities, which meets their needs and interests. The home is well organised to enable children to freely access their own play materials. This helps to promote children's confidence and independence as they make decisions about what to play with. Children also make requests to go outside during the course of the day. The childminder responds to these requests by taking them outside, where they have lots of fun playing in the snow. Children's language and communication skills are promoted as the childminder or her assistant actively engage in their play. This promotes constant discussions which extends children's language skills. Children are also challenged as the childminder questions them as they play, creating purposeful learning experiences. Each child has an ongoing observational assessment record, which is continually shared with parents. The childminder observes and assesses children, referring back to the 'Development Matters in the Early Years Foundation Stage' to identify each child's stage of development. She then uses this information to plan for each child's next steps for learning to ensure they are continually making progress. Children's achievements are also discussed with parents as soon as they have taken place. This enables parents to be part of their children's learning and development.

The childminder and her assistant deploy themselves well to ensure every child is fully supported in their play. For example, while the childminder spends time delivering a planned adult-led activity with older children, the assistant engages in a child-led activity with a toddler. The older children use pencils to draw an elephant picture. The childminder encourages them to learn how to hold their pencils correctly as they draw and make marks. Children draw recognisable shapes and one child begins drawing another picture

and advises the childminder, 'This is me when I was little'. Children remain focused and remain at the activity for a good length of time, continuing to draw and colour a range of pictures. In the playroom, the toddler happily plays with the large bricks, picking a brick up in each hand and then banging them together. The assistant praises the child by clapping her hands, which the child then mimics as they too clap their hands. The toddler then selects a play till, which they begin to investigate. The toddler finds that when one specific button is pressed, it opens the till draw. They spend a long time focused on this as they realise their specific action causes a response. When the toddler moves through to the kitchen to see where the older children are, they raise their hands to indicate that they too want to participate in the drawing activity. The assistant sits the toddler on her knee and provides them with a range of crayons to colour with. The toddler bangs these on their paper as they make marks. The older children continually chat to each other, the childminder and her assistant during the activity, which helps to promote their language and communication skills.

Older children are encouraged to develop their counting skills and to recognise letters and their name in print, in preparation for starting school. Children show their imagination when playing with dolls and when they make a person out of large bricks. During child-initiated play the childminder recognises the importance of sometimes allowing children the time to develop their own play, without the intervention of adults. This enables children to freely express themselves as they develop their play and to build relationships with their peers. Children have free access to a range of art and craft resources, which enables them to explore their creativity. The effective organisation of space and resources, along with the childminder's caring nature, creates a warm, welcoming and accessible environment where children learn through play.

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

Children show confidence and are happy and settled in their surroundings. The childminder displays a warm, caring nature and she works closely with parents to ensure the constant exchange of robust information to meet children's individual needs. This promotes the inclusion of all children as the childminder respects and values each child in line with their specific backgrounds, beliefs and routines. The childminder adapts her practice where possible to accommodate parents' wishes and children's home routines. For example, the childminder is providing care for two very young babies. She has ascertained clear information about each child's specific care routine from parents and is, therefore, feeding one baby every four hours and one baby on demand. This shows how the childminder fully respects the uniqueness of each child. Settling-in sessions are offered to help children to settle into the childminder's care. The childminder also spends time developing effective communication channels with parents to ensure the constant exchange of information. This all helps children to develop secure emotional attachments to the childminder and her assistant.

Children's behaviour is good as the childminder acts as positive role model. Regular praise and encouragement helps children to develop their self-esteem. Children relate well to the

childminder and her assistant, feeling confident enough to express their own needs. For example, older children advise the childminder they are not thirsty at snack time, so their drinks are placed on the side so they can freely access them when they become thirsty. Also, when a toddler comes over to see the childminder and raises their hands, the childminder immediately picks the child up and chats to them. The toddler snuggles into the childminder who provides them with a reassuring cuddle. The toddler is then put down and happily goes off to play. Older children enjoy playing cooperatively with their peers, developing their play as they interact together. Younger children show an interest in what others are doing and they like to play alongside their peers.

Children's good health is promoted as they are encouraged to make healthy lifestyle choices. The childminder promotes healthy eating by encouraging parents to provide their children with a balanced diet. She also provides children with a healthy range of snacks in line with their dietary requirements. Regular outdoor play and trips to the park, encourage children to be active and to develop their physical skills. Children feel safe in the childminder's care and their awareness of safety issues is continually promoted through the daily routine and regular events. Positive health and hygiene routines are reinforced with children, which enables them to develop their own good practices. Children's growing independence with their health and self-care skills is continually promoted, especially as they get older. This helps children to prepare for the next big step in their life, their transition to school.

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

The childminder has developed clear practices and procedures to support the effective delivery of all requirements of the Early Years Foundation Stage. She is committed to providing a quality provision, completing regular training to improve her knowledge and skills. The childminder has worked on the recommendations raised at the previous inspection, making improvements to further promote children's care, learning and development. The childminder oversees her provision and the work of her assistants to ensure practice remains strong. She uses self-evaluation, which involves the views of all users, to identify strengths and clear targets for future development. This results in children benefitting from a continually improving provision. However, existing monitoring systems for the educational provision have scope to be more fully implemented to more accurately track each child's continuous development across all areas of learning.

Children's health and safety is effectively maintained through the childminder's policies and procedures. For example, the childminder and her main assistant have completed a paediatric first aid course to ensure children's well-being is maintained at all times. Children remain under the constant supervision of the childminder or her assistants and the home and garden are kept secure. The childminder continually risk assesses all areas to ensure potential hazards are identified and minimised and clear outings procedures ensure children remain healthy and safe when they are away from the childminder's home. The childminder has a secure knowledge of child protection, which further

safeguards children from potential harm.

Partnership working with parents is good. The childminder spends time building up secure relationships with parents to encourage the constant exchange of information. This results in children's ever changing needs being continually met as the childminder adapts her practice to meet their specific requirements. Parents are kept fully informed about their children's daily care, activities and progress. Parents comment favourably about the childminder's provision. One parent states that they have recently changed provider as they wanted a homely, relaxed environment, which is just what the childminder provides. Other comments made by parents confirm that children's needs are met and the childminder is kind, patient and provides children with lots of love and attention. The childminder also regularly exchanges information with other providers where the care of children is shared. This helps to promote continuity of care and learning for these children.

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	111369
Local authority	Lincolnshire
Inspection number	817839
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	7
Number of children on roll	16
Name of provider	
Date of previous inspection	25/09/2009
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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