

Inspection date

10/01/2013

Previous inspection date

23/10/2009

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 has a good knowledge and understanding of child development which enables him to provide good quality care. The childminder organises space and play resources effectively to meet children's needs; He has a good understanding of children's individual abilities and this enables him to provide play experiences and activities to support each child's growing skills.
- The childminder has a clear knowledge and understanding of safeguarding children procedures and has completed training in child protection; this knowledge is underpinned by a clear policy which is shared with parents. Written policies and procedures are well presented to share with parents so that they know about the childminding provision.
- A well-established key person system helps children form secure attachments and promotes their well-being and independence.

It is not yet outstanding because

- The childminder's systems to monitor and evaluate practice are in the early stages of development and his current form of self-evaluation to promote continuous improvement of the early years provision is not yet robust or has much impact.
- 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 compulsory part 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 2009 on the Early Years Register and the compulsory part of the Childcare Register. He lives with his wife who is a co-childminder and two children aged 11 and 12 years in a house in Scotter, Gainsborough. He uses the whole of the premises including an outdoor wooden building and the rear garden for childminding. There is also another childminder and an assistant working from the premises.

The childminder has completed childminder registration training and first aid and updates his knowledge through specific courses, such as safeguarding children. He attends the local children's centre and visits the local shops and park on a regular basis.

There are currently 17 children on roll, of whom six children are in the early years age group and attend for a variety of sessions. He is open all year round from 6.30am to 7.30pm from Monday to Saturday, 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 them to be well informed about their children's achievements and progress
- develop systems of thorough self-evaluation which takes into account the views of children and their parents. Ensure systems for monitoring and evaluating the early years provision are rigorous and used to set challenging targets for improvement.

Inspection judgements

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

The childminder has a good understanding of the seven areas of learning and how young children develop. This enables him to provide an interesting range of experiences and activities to support each child's learning and development. He organises his 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 sufficient challenge. The childminder observes children at play. He is developing a record of children's progress so the information gained from his observations can be used to identify the next steps in each child's learning. This online data base is accessible to all parents with a secure pin number.

The childminder encourages children's language skills through highly effective interaction. He models clear language as they attempt to copy sounds and words without discouraging their efforts so that they can develop their growing skills. Children develop their early literacy skills because the childminder ensures they have lots of good quality experiences to promote these. For example, children have access to a wide range of books which they

enjoy which are age and stage appropriate. This helps to foster children's enjoyment of books and they understand that print carries meaning. Children have lots of opportunities for making marks as they use a range of media, such as pens, pencils, paint and glue. Children's emotional development is promoted as they develop secure, trusting relationships and warm attachments with each other and the childminder. He is sensitive to their needs, taking their individual personalities into account as he joins in their play when appropriate. He offers excellent support to younger children when making play dough and involves the children in imaginary play using the farm yard toys.

Children learn about number and colour through everyday activities, such as making butterflies and playing number games. They learn about their community when going for walks and when visiting the children's centre. Children demonstrate an awareness of their own cultures when celebrating Christmas and birthdays and there are planned activities and resources for children to begin to learn about other cultures and beliefs, such as Ramadan. Children thoroughly enjoy playing with the programmable toys, listening to the sounds, and investigating what they do. These simple activities lay firm foundations for children's future learning when they go to school.

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

Children enjoy a warm and close relationship with the childminder. As a result, they are confident and enjoy trying new experiences. For example, children happily leave the childminder to explore the good range of resources in the dining room. The childminder has a good knowledge and understanding of child development which enables him to provide good quality care. The childminder organises space and play materials effectively to meet children's needs; he has a good understanding of children's individual abilities and this enables him to provide play experiences and activities to support each child's growing skills.

Children behave well because the childminder has clear boundaries to help them understand about responsible behaviour. He uses clear instructions and gentle reminders which helps them to learn about sharing resources and taking turns. He acts as a good role model to children using praise and encouragement to build confidence and self-esteem. A well-established key person system helps children form secure attachments and promotes their well-being and independence.

The children develop good self-care skills with even the youngest child learning how to use a spoon competently and make choices about the food they eat. Children are encouraged to develop healthy lifestyles with a good focus on outdoor activities and play with free access to the garden and regular trips to the local play areas.

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

The childminder is beginning to identify some areas of strength and areas which require development. However, he has not fully developed robust systems of thorough self-evaluation which takes into account the views of children and their parents. He has yet to introduce systems for monitoring and evaluating the early years provision that are rigorous and used to set challenging targets for improvement.

The childminder is clear about his role in safeguarding children and is aware of the appropriate procedures to put into practice when necessary. He regularly collects children in the setting's mini bus from the local schools. All relevant documentation is in place including risk assessments, insurance, driver log and child seated log. Therefore, the childminder is aware of his responsibilities to keep children safe when on outings. The childminder is clear about notifying Ofsted of any changes, or to the suitability of adults living on the premises. He creates an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. All children receive a happy and enjoyable early years experience that secures their future learning.

The childminder has positive relationship with parents and regularly shares information about children's routines and the activities they complete using an online data base. Parents also receive daily verbal feedback so that they know about their child's day. However, 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. Relationships with other providers delivering the Early Years Foundation Stage where children attend are good and this promotes continuity in children's care and smooth transitions to school.

The Childcare Register

The requirements for the compulsory 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	EY391948
Local authority	Lincolnshire
Inspection number	894799
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	17
Number of children on roll	17
Name of provider	
Date of previous inspection	23/10/2009
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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