

<b>Inspection date</b>	18/02/2013
Previous inspection date	07/07/2010

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## **The quality and standards of the early years provision**

### **This provision is good**

- Children enjoy learning and are motivated and enthusiastic. This is because the childminder engages very well with children and skilfully covers all areas of learning with clarity and purpose and in ways that have meaning to the children.
- Children make good progress in their learning and development because the childminder undertakes purposeful observations of their achievements, accurately assesses each child's next steps in learning and focusses well on these through her interactions.
- Children develop very strong bonds with the childminder and show high levels of security and a strong sense of belonging in her care.
- Children's learning and development is enhanced through the strong partnerships the childminder has established with parents.

### **It is not yet outstanding because**

- Children's learning in the outdoor environment is not yet exceptional. There is some scope to focus, more precisely, on extending children's interests and all-round learning by planning more purposefully for outdoor activities.
- There is scope to enhance the improvement plan by showing, more clearly, how the targets for driving improvement are prioritised in order to raise or sustain children's achievements over time.

## 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 had a tour of the premises and spoke with children and parents.
- The inspector observed children at play in the lounge and the kitchen.
- The inspector and childminder completed a joint observation and discussed this.
- The inspector looked at children's assessments, and a selection of policies, procedures, records and information for parents.

## Inspector

Anne Barnsley

## Full Report

### Information about the setting

The childminder was registered in 1987 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Louth, Lincolnshire. The whole of the ground floor and two bedrooms on the first floor are used for childminding. The rear garden is used for outdoor play.

The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five

children on roll, all of whom are in the early years age group, and attend for a variety of sessions. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She 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:**

- plan outdoor activities with clearer learning objectives that fully reflect children's interests and that cover all areas of learning in meaningful ways to further promote children's creativity and understanding
- enhance the improvement plan by showing, more clearly, how the targets for driving improvements are prioritised in order to raise or sustain children's achievement over time.

### **Inspection judgements**

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

The childminder has good knowledge of the Early Years Foundation Stage learning and development requirements. She gathers purposeful information from parents when their child first starts and contributes this information well to her own observations that she undertakes to assess children's start points. She gains a clear understanding of children's individual needs and their next steps in learning. She fully recognises children's stages of development and makes effective use of guidance, such as 'Development Matters in the Early Years Foundation Stage' to support children's learning and development. This enables her to successfully provide children with a broad range of interesting and stimulating play experiences that enthuse and motivate them. As a result, children make good progress in their learning and development and are actively engaged in things they enjoy. For example, messy play activities are regularly included as a next step for one child who did not like exploring different textures and media. The child now really enjoys paint and markers and is becoming far more confident and explorative with messy crafts.

The childminder promotes children's personal, social and emotional development very well. She engages very warmly with children and skilfully includes them all in one activity in ways that they all understand and learn from. For example, she helps a very young child feel secure by having the child snuggle on her lap while she sits on the floor next to a three-year-old. They look at books together and talk about what is taking place. The

young child becomes engaged very quickly and really enjoys listening to the childminder and three-year-old talking about what is taking place in the book. The childminder uses her imagination well in this activity and successfully promotes many areas of learning in ways that the children relate to well. For example, they talk about choosing a different vehicle each from the book to drive to visit the different shops on the next page. They talk about what they are going to buy in each shop and how much it will cost. These two examples cover children's knowledge of the world and real-life experiences, early maths by talking about money and pounds, and promotes their personal social and emotional development as they make their own choices. It also promotes their listening, speaking and creativity skills well as they interpret the story using their own imaginations and words. The toddler is included well as the childminder points to the pictures and repeats the words and what is taking place. She explains who is driving which vehicle and which shop they are going to next and what the shop sells. She is very animated and this adds drama to the story, for example, when they go to buy crabs and fish, she says 'phew, they are rather smelly, don't you think?' and acts this out to fully include the toddler.

The childminder later asks both children if they would like make some pictures of the things they bought in the shops. They both like this idea and become excited. The three-year-old helps get the resources set out at the table while the childminder gets the toddler comfortable in the high chair, close to the table so the toddler is fully included. The toddler is happy making marks with brightly coloured felt-tip markers while the childminder and three-year-old draw and talk about big fish and orange crabs. The three-year-old has a very good knowledge of numbers, colours and shapes. They are highly articulate and has very good vocabulary, which the child uses in context and without promote. For example, they look at a book about animals and their habitats and tells the childminder that the bird is a Woodpecker. The child initiates conversation, which the childminder consistently extends by asking him 'how, what, and where' questions. She shows children great respect and seeks their ideas and fully consults with them about how they think things should be done, where they should take place and how they would like to do them. A really good example of this is when the children have their fruit in the morning and she asks them both where they would like to eat this, at the table or as a picnic. The childminder and the three-year-old both know that the toddler always prefers to have the fruit as a picnic, but they both play along with this to make the toddler happy by making the choice. The three-year-old sets out the blanket very precisely on the lounge floor and then goes back to help the childminder and the toddler choose fruit and prepare it. Children are very independent, helpful and know exactly how they prefer things to be done. This prepares them very well for their future as they learn to make decisions and to organise themselves well.

The childminder has created a stimulating learning environment. There are plenty of resources that promote print and enable children, including babies and toddlers, to enjoy words and stories and experiment with mark making to develop their emerging writing skills. Babies and toddlers take part in activities that promote their interest in simple mathematics. They use shape sorters, inset puzzles and put objects inside and outside of containers, which helps develop their understanding about space, quantity and measure. One toddler enjoys fitting her own body into a washing-up bowl that the children use in their role play. The toddler works out that by folding legs and arms in a certain way it can be achieved. Children of all ages enjoy electronic toys, and older children complement the

computer skills they learn at nursery by using an electronic tablet and printer. This enhances their learning about information and communication technology and develops different physical skills as they learn to slide their fingers across a screen to get results. A minor weakness in this setting is that the childminder does not always plan as well for outdoor learning as she does for indoor learning. For example, extend the current interest one child has about fish and crabs, to the outdoors by having a water tray with marine life toys and some natural resources, such as pebbles, seaweed, coral and star fish. Children are growing cress indoors and have also planted some bulbs in pots for Mother's Day. However, their experiences of growing living things could also be extended outdoors. They learn about nature and animals by visiting farms and feeding the ducks. This could also be extended by having magnifying glasses, bug catchers and binoculars to explore their natural surroundings. The garden is very small and there are logistical limitations for promoting children's large physical learning. However, the childminder achieves this by taking the children to the park regularly where they can use large apparatus to develop their large muscles through climbing and balancing. Children go on regular outings around their local community, such as trips to the library, the park and farm visits to look at animals. This helps to broaden children's learning experiences and widens their awareness of the world around them. They attend activities at their local toddler group, which develops their confidence and social learning and also helps prepare them for future transitions to other settings and eventually school.

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

Children are very happy and explore their environment and resources with confidence. They develop a strong bond with the childminder, which helps them feel secure. Through close liaison with parents, the childminder gains a good understanding of children's likes and dislikes, and individual routines. She is very well-organised and plans her day effectively so that home routines are maintained in her setting and ensure that all children are familiar with the routine and have a strong sense of belonging.

The childminder completes regular risk assessments of the play space to minimise any hazards so children can move around freely and in safety. She provides children with good quality, age-appropriate resources. The childminder provides clear and consistent messages about her expectations for children's behaviour. She repeats words and uses distraction strategies well with babies and toddlers. As children grow the childminder focuses on social learning, such as sharing, taking turns and listening to each other. She is a positive role model who treats children with kindness and respect. She offers children lots of praise and encouragement, successfully boosting their confidence and self-esteem. Children in this setting behave very well and are helpful and kind. They listen well to the childminder and are eager to join in with tasks and to support younger children. Children are learning to be responsible and are being effectively supported with developing their emotional skills that they need for their future transitions.

Children are well nourished with balanced meals and supplementary snacks so that they do not become hungry. The childminder operates a healthy eating policy and provides parents with clear guidance about how she achieves this and her expectations. Most

parents currently provide their own food for the child, which ensures that children are eating foods that their parents know they like and that any food allergies they may have are fully considered. The childminder is happy to provide meals and gathers detailed information from parents about their child's eating habits and needs. Children enjoy getting involved in preparing their food at meal times and engaging in cooking activities. They learn about making healthy choices and the importance of positive hygiene, fresh air and exercise. The childminder talks to them about keeping healthy and which foods are good to eat and makes sure that children have lots of outdoor play and walks to places of interest so that they get the fresh air and exercise they need to keep them healthy.

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

The childminder is committed to improving her childminding service. Since the last inspection, she has successfully met the action and recommendations that were raised. In addition, she has completed further training to develop her knowledge about the Early Years Foundation Stage, observations, assessments, food safety, and she has updated her safeguarding training. She has implemented a system for self-evaluation and has improved her outdoor area by having some decking installed for young children to sit on while they play. She has bought a range of new resources, such as books, puzzles and craft materials. However, her commitment to driving improvements is not yet precise as she does not prioritise targets to show how these raise or sustain children's achievement over time. She does not yet show how the improvements she makes impact positively on the children she cares for to enable her to accurately target where to make the next improvements. Therefore, targets can be slightly random and may not always be as purposeful. In spite of this, the improvements the childminder has made, through a concerted effort, show why she has improved.

The childminder has a secure knowledge of the safeguarding and welfare requirements and has all the required records in place to support children's welfare. She is clear of her responsibilities to safeguard children and procedures to follow in the event of any concerns about a child in her care. She has implemented effective systems to help her monitor and plan for children's progress and this helps to ensure that any gaps in their learning are identified early and acted upon. She has positive relationships with parents and provides flexible care to meet their work patterns, sometimes at short notice. She gains clear information about children's routines and starting points through both discussion with parents and the completion of an 'All about Me' book. This helps her support children as they settle in, and to plan for their individual needs. Parents receive regular updates about their children's progress and achievements. This includes the exchange of information through a daily diary where parents will often make comments about activities children like to do at home. She also shares information via frequent texts and takes many photographs of children so that observations are brought to life for parents. The childminder fully recognises the importance of liaising with other settings that children attend and who also deliver the Early Years Foundation Stage. She has effective systems in place to achieve this and to ensure that children receive consistency and continuity in their learning and development and positive support with their transitions

to 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
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

<b>Unique reference number</b>	257445
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	818547
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/07/2010
<b>Telephone number</b>	

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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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