

## Inspection date

Previous inspection date

05/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 actively engage in an interesting range of hands-on learning experiences, which are planned around their specific needs and interests. This enables every child to achieve to their full potential.
- The childminder engages in play with all children, developing their social and communication skills. This provides them with a firm foundation for their continued learning and development.
- The childminder develops effective communication channels with parents, carers and other providers to promote continuity of care and learning for every child.
- The childminder is committed to developing a quality provision and monitors all areas of her provision through a robust system of self-evaluation. This leads to the identification of clear targets for future development, resulting in children benefitting from a continually improving setting.

### It is not yet outstanding because

- The childminder has yet to further enhance the outdoor provision to maximise opportunities for younger children to freely explore the outdoor environment at all times and for older children to develop their mark making skills.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's play within the ground floor rooms and she looked at the outside play area.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including planning, observation and assessment records and the childminder's self-evaluation.
- The inspector took account of the views of parents and carers through emails and information included in the self-evaluation.

## Inspector

Melanie Arnold

## Full Report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 14 months, 12 and 13 years in Horkstow, Barton-Upon-Humber. The whole of the ground floor and the rear garden are used for childminding. The childminder holds the Early Years Professional Status qualification.

The childminder attends a childminder group and activities at the local children's centre. She collects children from the local schools and pre-schools. There are currently four 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 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:

- enhance further the outdoor provision for all children, with specific regard to providing older children with free access to writing resources to encourage them to give meaning to marks they make as they draw, write and paint. Also provide further opportunities for babies to always be able to freely explore, use all of their senses and move outdoors.

## Inspection judgements

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

Children engage in purposeful, fun learning experiences, especially in the well-resourced indoor environment, which enables them to make good progress. Initial information gathered from parents and the childminder's own observations of children when they first start, enable her to clearly identify and build on each child's specific starting points. This results in the childminder planning and providing activities in line with children's interests and developmental needs. Ongoing observational assessments are used to monitor the progress children make and to identify and plan for their next steps for learning. This results in every child achieving to their full potential as they are continually supported and challenged. Parents are kept well informed of their children's progress and development and they are actively encouraged to contribute to their children's learning.

The childminder initially promotes children's physical, social and communication skills as this provides a firm foundation which supports their ongoing development in all areas of learning. Children's early language skills are promoted through the childminder continually

chatting to them as they play together and through singing activities which use repetition. For example, children begin to repeat 'quack, quack', when singing the 'Old McDonald had a farm' song. Children's learning is further promoted as the childminder enhances the environment by setting out the farm animals for children to play with. She encourages them to explore their imagination as they play and to repeat the sounds the animals make. Other resources, like the train track, also encourage younger children to use sounds within their play, which promotes their early imagination and language skills. Older children's communication skills are promoted by the childminder asking them questions as they play. Children are encouraged to socially interact with their peers and to develop independence with their health and self-care skills. This helps children to develop the skills needed for starting school.

Hands-on learning experiences are provided to help children to develop their mathematical awareness. For example, younger children enjoy finding toys which are hidden from view. This helps them to learn that things still exist even when they are out of sight. Older children match coloured bears and plates together and they also count how many there are. Children have fun playing with coloured sand, filling and emptying containers. They also use their fingers to make marks in the sand, which encourages their early writing skills. All children enjoy listening to stories and looking at their own books. Developmentally appropriate books for younger children are organised so that they are lower down on the book case as this enables them to freely access them. Treasure baskets provide children with opportunities to explore and investigate a range of natural resources inside.

Outdoor play experiences are planned and provided for all children to promote their well-being and physical development. For example, children are introduced to their local environment when they go on walks and they enjoy being active as they jump on the trampoline in the garden. However, the childminder has yet to further develop the outdoor environment to fully maximise opportunities for children to freely access a wider range of resources at all times. For example, writing materials, like chalks, crayons and paints, have yet to be provided for older children to freely access so that they can develop their early writing skills and give meanings to the marks they make. Younger children have also yet to be provided with opportunities throughout the year to freely move, explore and use their senses in the outdoor environment. The indoor environment is extremely well resourced and organised to promote children's development within all seven areas of learning. Children move freely through the ground floor rooms, playing with their chosen resources where they feel most comfortable. Resources are carefully positioned to provide babies with opportunities to use them for support as they pull themselves up to a standing position. They also begin to walk around the indoor environment when holding onto the baby walker.

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

Children relate well to the childminder and are happy in her care. Each child is valued in line with their individual needs and the childminder works closely with parents to ensure

children's specific routines are adhered to. This promotes consistency between home and the childminder's care, enabling children to feel settled and secure. All children form close emotional attachments to the childminder, resulting in them feeling confident as they explore their surroundings. Children receive cuddles from the childminder when needed, for example, when they awake from a sleep, providing them with comfort and reassurance to meet their needs.

Children's good behaviour is promoted through positive behaviour management strategies. Regular praise and encouragement promotes children's self-esteem and self-confidence. The childminder acts as a positive role model, promoting children's respect for themselves and their peers. Children develop good social skills as they interact with the childminder and then move onto interacting and playing cooperatively with their peers. All of this helps children to prepare for their transition to other settings and school.

Children are actively encouraged to adopt a healthy lifestyle, with the childminder helping them to understand the importance of eating well and taking regular exercise. Regular indoor and outdoor physical play activities enable children to be active as they develop their skills. Children benefit from eating healthy, nutritious home cooked meals, which meet their dietary requirements. Their awareness of healthy eating is further promoted as they plant and grow vegetables in the garden. The childminder promotes good hygiene routines, which children learn to adopt. Children show that they feel safe within the childminder's care and their awareness of safety is continually promoted as they are encouraged to take calculated risks in a controlled environment. The childminder helps children to learn the possible consequences of their actions, which enables them to learn to play safely.

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

The childminder is a highly skilled and experienced early years practitioner who holds Early Years Professional Status. She fully understands how children learn and develop, which enables her to create motivating play experiences for all children, including those with special educational needs and/or disabilities. This enables every child to achieve to their full potential. The childminder has high aspirations for the ongoing development of her provision as she strives to provide an outstanding service. She is well organised and effectively monitors and evaluates her whole provision through self-evaluation. This includes seeking the views of all users, which provides her with a good overview of her whole provision and leads to the identification of clear targets for future development. This results in children continually benefitting from improved practice in their care and learning. As the childminder has only been operational for a matter of months, targets have yet to be fully implemented and embedded in practice within all areas, to ensure children truly benefit from an outstanding setting.

All requirements of the Early Years Foundation Stage, including the educational provision, are effectively met. The childminder implements her robust range of policies and procedures to ensure children are safeguarded and their welfare maintained. Children's

health and safety are effectively protected at all times. For example, the childminder constantly supervises all children, especially on outings, to ensure they are always protected from potential harm. The home and garden are securely maintained and potential hazards are minimised through clear risk assessments. The childminder holds a paediatric first aid certificate and has a good knowledge of child protection procedures, to ensure children's well-being is protected. The effective organisation of the home creates a warm and welcoming indoor environment where all children thrive.

Partnership working with parents, carers and other providers is good. The childminder continually shares and exchanges clear information with everyone who works with the child, promoting a consistent approach to their care and learning. Parents comment positively on the childminder's service, with one parent stating the childminder has 'great passion for her work and this shows in the care she gives to the children'.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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 action. 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>     | EY451112           |
| <b>Local authority</b>             | North Lincolnshire |
| <b>Inspection number</b>           | 882838             |
| <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>      | 5                  |
| <b>Number of children on roll</b>  | 4                  |
| <b>Name of provider</b>            |                    |
| <b>Date of previous inspection</b> | not applicable     |
| <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, which are usually the childminder's 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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