

Inspection date

14/03/2013

Previous inspection date

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 happily engage in a wide range of hands-on learning experiences, which are delivered through indoor and outdoor play. Activities are planned around children's particular developmental needs and interests and parents are actively encouraged to contribute to their children's learning. This results in all children making progress.
- The childminder is a skilled and qualified early years practitioner who works closely with parents to ensure the inclusion of all children. This results in children developing secure emotional attachments to the childminder.
- The childminder actively engages in children's play, chatting to them and asking questions. This creates purposeful learning experiences as children are challenged and their communication and social skills promoted.

It is not yet outstanding because

- The childminder does not fully maximise opportunities to consistently support younger children's awareness of number during daily play and activities.

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 during outside play.
- The inspector spoke with the children, the childminder and her co-childminder 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 discussion, written reference letters 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 works from the home of her co-childminder who lives with her partner and three children aged 15, 14 and 11 years in a house in Barton-Upon-Humber. The childminder has her own daughter aged one year. The whole of the ground floor is used for childminding and there is an enclosed garden available for outside play. The family has fish as pets.

When working together with the co-childminder, they can increase the number of children being cared for. There are currently 16 children on roll, 11 of whom are in the early years age group and attend for a variety of sessions. She operates weekdays all year round, except for 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:

- provide further opportunities to support younger children's awareness of number, for example, by using number words in meaningful contexts and talking about maths in everyday situations.

Inspection judgements

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

Children enjoy playing in the well-resourced and organised homely environment. They actively engage in a wide range of hands-on learning experiences, which are delivered through indoor and outdoor play. Ongoing observational assessments are used to monitor children's progress and to identify and plan for the next steps in their learning. This results in children achieving well in all areas of learning. The childminder is further developing her already good assessment systems, to more accurately monitor children's progress to fully ensure every child achieves to their full potential. Parents receive clear information on their children's daily activities, care and progress through daily discussions, written information and regular progress reports. This helps parents to continue to promote their children's learning at home.

Children's current interests are continually observed by the childminder. She uses this information to enhance the environment to support children's ongoing development. For example, the childminder takes children to a pet shop to purchase resources to create a new role play area to further support a child's interest in animals. Once created, the child has lots of fun playing with the new resources, developing their imagination as they

pretend to feed the toy dogs and then take them for a walk. Carefully positioned books on animals are also displayed, which children independently access and look at as they play. This successfully promotes children's interest in books.

The childminder engages in children's play experiences, taking the lead from the child as she chats to them, reinforces key words as they learn to communicate and asks questions as they play. This helps to promote children's language and communications skills as well as creating challenge, which develops their critical thinking skills. Children enjoy participating in singing activities, with younger children actively listening and joining in as they do the actions to popular rhymes. An initial singing activity where each child takes turns with the childminder to complete the actions, develops as children begin to engage with each other as they continue to do the actions to the song. The children laugh and giggle as they interact together. Children's physical skills are also promoted during outside play as the childminder rolls hoops to the children, which they try and catch. She then shows children how to step inside the hoops and to lift these up and over their heads. As she does this the childminder emphasises the word 'up' as she demonstrates this action. However, everyday play opportunities are not maximised to consistently promote children's basic mathematical awareness of numbers and counting.

The childminder provides children with an interesting range of resources to explore using their senses. She sets out textured mats on the floor and allows children to explore the feel of these on their bare feet. A wide range of treasure baskets are also accessible to children in the hallway, which further promotes their investigation and exploration skills. Children freely explore these interesting resources, moving between the lounge room and the hallway, choosing where they want to play. For example, a child enjoys playing with a shaker, listening to the noise it makes as they bring it into the lounge and then take it back to the hall. Children also have access to a smaller room on the ground floor where they engage in messy play experiences, developing their creativity. All of these play experiences successfully support children's ongoing development, helping them to develop the key skills needed for starting school.

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

Children separate from their main carer with the support of the childminder. They show confidence and security in their surroundings as they relate well to the childminder and their peers. As the childminder works with a co-childminder, each child is assigned a key person who works closely with the family to ensure the individuality of the child is respected. The childminder gathers robust information from parents when their children first start, resulting in them quickly settling as the childminder meets their individual needs in line with their backgrounds and beliefs. It also enables children to develop a close emotional bond with the childminder as they feel safe and secure in her care. Children feel a sense of belonging as they enjoy looking at photograph books, which the childminder creates showing each child engaged in various play experiences.

Children's confidence and decision making skills are promoted as they explore their surroundings, choosing the resources they would most like to play with and then deciding where to play with them. Children are constantly supervised and supported by both

childminders, which ensures their needs are effectively met. Children's good behaviour is promoted through the childminder acting as a positive role model. They are provided with lots of positive reinforcement, which promotes their self-esteem and emotional security. Children's social skills are developing as they interact with the childminder and begin to form friendships with their peers. They are encouraged to share and to engage in cooperative play with other children. All of this helps children to be emotionally ready, aiding their transition to other settings and to school.

Children's health and well-being are effectively promoted through good health and hygiene routines, which encourage them to adopt a healthy lifestyle. For example, the childminder sings a hand washing song to help children to understand the importance of developing good hygiene practices from a young age. Healthy eating is actively encouraged, with parents providing their children with a balanced diet at lunch time and the childminder providing a nutritious, home cooked meal at teatime. Additional healthy snacks are provided during the day in line with children's dietary requirements. Children's awareness of healthy eating is further promoted as children help to plant and grow vegetables and herbs in the garden. Meal and snack times are a social occasion where children enjoy sitting together, chatting to their peers and the childminder. Children engage in daily outdoor play opportunities, which encourage them to be active. Further physical play opportunities are provided during inside play as children enjoy opportunities to dance and move to music. This further supports children's awareness of the importance of being healthy. Children play safely and they learn important safety messages during activities and regular events.

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

Children are well cared for in a safe, secure home, which is effectively organised to create an environment where each child learns through play. The childminder works closely with her co-childminder to implement a robust range of policies and procedures to meet children's needs and to protect their well-being. For example, action is taken to minimise potential hazards in all areas accessed by children and clear outings procedures are adhered to, ensuring they remain safe at all times. Children are further protected as the childminder holds a current paediatric first aid certificate and is knowledgeable about child protection procedures. Partnership working in the wider context is good. Information is shared with parents, other providers and services to promote continuity of care and learning for each child. Parents confirm they are happy with the childminder's care, stating the provision is professional and provides dedicated care for children.

The childminder is an experienced and qualified early years practitioner. She holds a local authority approved childminder training certificate and holds a qualification in childcare at level 3. This results in her fully understanding how children learn and develop, which enables her to create purposeful learning experiences for all children. The childminder uses performance management systems to identify the future training needs of herself and the co-childminder and she is committed to continually updating her knowledge through continuous training. The childminder monitors the effectiveness of her provision through self-evaluation, which everyone actively contributes to. This provides the

childminder with a good overview of her setting and it enables her to make improvements to benefit children's care and learning. This results in the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage being continually met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY451351
Local authority	North Lincolnshire
Inspection number	885256
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	16
Name of provider	
Date of previous inspection	not applicable
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, 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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