

<b>Inspection date</b>	04/04/2013
Previous inspection date	17/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 well-being is very well supported by the childminder. She forms close attachments with children and this ensures they are settled, safe and content in her care.
- The childminder has a good understanding of how children learn. She provides a range of meaningful and interesting experiences for children, this ensures they are interested, motivated and take an active part in their learning.
- Good partnerships are formed with parents and a wealth of information is shared. This enables parents to be kept well-informed and fully involved in their children's learning and all round development.
- Children have good opportunities to meet other children and learn about the world through visits and attending community groups, consequently, they are well prepared for the next stage in their learning.

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

- There is scope to improve the organisation of toys as some of the boxes are too full and this makes it more difficult for the youngest children to find and choose independently, what they wish to play with.
- The outdoor area is not yet fully resourced to provide a wide range of experiences to extend children's investigation and exploration 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 and talked with children, as they joined in with activities.
- The inspector looked at children's learning journals, planning documentation and a range of documentation relating to children and the setting.
- The inspector took account of the views of parents spoken to on the day and gathered from parent questionnaires and letters.
- The inspector spoke with the childminder at appropriate times during the inspection.

## Inspector

Alison Gash

## Full Report

### Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and a six-year-old child in a house in Penrith, Cumbria. The double garage, which has been converted into a toy room, the living room and two upstairs bedrooms, are used for childminding. Children have access to an enclosed garden area. The family has two rabbits as pets. The childminder attends a toddler group and activities at the local library and takes children out regularly to local amenities, such as the park. There are currently seven children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Tuesday 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:

- review the organisation of toy boxes to ensure they are not too full, so that young children are able to independently select and reach with ease the toys they wish to play with
  
- enhance the outdoor environment to provide children with a consistent range of experiences to promote their investigation and exploration skills.

### 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 Early Years Foundation Stage and knows how to promote children's development in all areas of their learning. She effectively uses this knowledge to plan stimulating and meaningful experiences that capture children's interest and builds on their existing skills. Children's curiosity in insects is promoted through bug hunts and making a wormery, which further ignites their interest and extends their knowledge. Consequently, children are eager and motivated to learn and make good progress towards the early learning goals.

The childminder knows the children very well, recognises, their individual preferences and skilfully supports them in their play. Consequently, when children choose to play with the musical instruments, she makes good use of this to support many different aspects of their learning, such as improving and reinforcing their language development and

developing their understanding of number. For example, conversations about the names of instruments helps children to learn new words, and their thinking and listening skills are extended as they learn to follow instructions about when to stop and start playing the musical instruments. Singing number rhymes helps children to learn about counting in a fun way. As a result, children concentrate well and are happily engaged in their play. Through close observation and assessment the childminder identifies what children can do already, and what they need to learn next. Summative sheets are completed for all children and their progress in each of the seven areas of learning is tracked to monitor all round progress. This means the childminder has a very clear picture of children's developmental stages and can plan appropriate activities to provide challenge to take their learning forward. Consequently, children's individual learning and development needs are met.

The childminder has established strong partnerships with parents and through daily discussions and the sharing of learning journals they are kept very well informed about their children's progress. She has implemented the progress check at age two and has shared children's progress in the prime areas of development with their parents. Parents are positively encouraged to make comments in their child's learning journals about their child's achievements and to share any progress that they have made at home. As a result, a shared approach to children's learning is established as parents are involved in their learning and they have a good knowledge of their child's progress. Parents' comments reflect their appreciation for the high quality of information they receive about their children's progress.

Children's communication and language skills are fostered well. Older children chat happily as they play and converse confidently with the childminder, telling her about the old ram with curly horns and soft wool. Through conversations and asking simple questions, younger children are supported well in developing their vocabulary and understanding of language. Children thoroughly enjoy snuggling up with the childminder to share stories, and books are readily available for them to look at independently. This helps children develop an interest in books and to recognise that print carries meaning. Colourful displays around the room, children's name labels and spring pictures with captions, further support children's awareness of linking letters and sounds. Children's creative skills are effectively encouraged through daily opportunities to explore a range of media, such as painting and drawing pictures outside using chalk. This effectively supports children's early writing skills by encouraging them to enjoy making marks in different ways. Consequently, children are developing the skills they need to prepare them for the next stage in their learning.

The childminder provides children with daily opportunities both indoors and outdoors to support their physical development. Children benefit from playing on the grassed area close to the house, where they have plenty of space to run around and play ball games. The childminder takes children to the local soft-play centre where they are provided with new physical challenges and experiences. Consequently, children develop their skills in co-ordination and balance and make good progress in their physical development. The childminder makes very good use of the local community to help children learn about the wider world. For example, when learning about spring, the children had a wonderful day visiting a farm in the Lake District to see the baby lambs. These experiences provide good

opportunities for children to learn about the world and socialise with others. However, there is scope to further enhance the childminder's outdoor area so that children have more consistent opportunities to investigate and explore different natural materials, textures and different outside features.

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

The childminder warmly welcomes all children and their families. She has good relationships with children who have formed close attachments with her. As a result, children thrive as they are happy, content and secure in her care. The childminder works closely with parents when children first join the setting and gathers relevant information, such as children's individual care requirements, to help make sure children settle with ease. The childminder also checks and shares information about children's daily welfare with parents when they drop off and collect their children. This ensures continuity of care and a smooth transition for children between the home and the setting. The childminder is attentive to children's unique needs and if they are upset, responds sensitively to provide comfort and reassurance. Babies intimate care needs are well managed as they are provided with a comfortable and cosy area for rest. Consequently, children's personal and emotional development is promoted highly and they are well cared for at all times.

Children benefit from consistent and sensitive routines that help them feel comfortable, safe and reassured. The childminder acts as a positive role model to help children develop caring and considerate relationships with others. Consequently, children's behaviour is good. Self-care skills are promoted well by the childminder who guides and helps children as they grow in independence. For example, all children learn to take off their own coat and hang it on their special peg. Children begin to manage their own personal hygiene and they know why they need to wash their hands before eating. Parents provide children's lunches and the childminder prepares healthy and nutritious snacks. Sitting with the children, the childminder supports them to adopt good eating habits. Children have daily access to the outdoors and regularly go out on walks, ensuring they get plenty of fresh air and their physical skills develop.

Children are kept safe because the premises are secure and good safety procedures, such as emergency evacuation and use of stair gates, are in place. Children are effectively supported in learning to keep themselves safe. For example, when out walking, children know they need to hold the childminder's hand and they discuss how to stay safe when crossing the road. The playroom provides an inviting environment for children. The childminder displays artwork and photographs on the wall and children present a strong sense of belonging, as they are eager to show and talk to adults about their pictures. To support their learning, children have access to a wide range of age appropriate resources, such as treasure baskets for the babies to explore. However, there is scope to reorganise some of the toy boxes as they are too full and this means the youngest children have difficulty to find and choose independently what they want to explore and play with.

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

The childminder has a good understanding of her responsibilities for meeting the learning and welfare requirements of the statutory Early Years Foundation Stage. She makes good use of 'Development matters in the Early Years Foundation Stage' to guide her practice and takes children's individual interests, age and capabilities into account to inform her weekly planning. Arrangements for observation and assessment are secure. Children's progress is tracked and recorded in summative assessments, which are shared with parents. Consequently, the educational programmes are effectively monitored to ensure children make consistent progress in their learning and development.

The childminder is fully committed to provide children with high quality care and to this end, she regularly reflects on and evaluates her practice. She attends appropriate training to further develop her knowledge of early childhood. Since moving into the present premises the childminder has made changes, which have had a positive impact on children's care and education. For example, the garage has been converted into a fully equipped and fit for purpose playroom, ensuring children are provided with an enabling learning environment. To further develop her provision the childminder has clear plans in place to enhance the outdoor environment to provide children with a wide range of experiences that support their exploration and investigation. She already provides children with first-hand experiences outdoors, such as feeding and caring for the pet rabbits. In identifying priorities to drive forward continued improvement, she uses questionnaires to gather the views of parents. The childminder asks and records daily what children would like to do and this ensures their voice is heard.

Children's safety is paramount and the childminder has robust procedures in place to ensure they are kept safe while in her care. She has attended recent safeguarding training to keep her knowledge of protecting children up-to-date. Consequently, she has a good understanding of her responsibilities and the procedures to follow if she should have any concerns. She makes sure all of the required documents that promote children's well-being are in place and shared with parents. For example, the procedure for the safe administration of any medication required is well documented. Risk assessments are thorough for all areas indoors, outdoors and on outings, minimising any potential risks to children.

The childminder has a very clear understanding of the importance of working in partnership with parents, external agencies and other settings to ensure children's needs are met. She advocates that all parents should be involved in their children's learning and parents speak very highly of the service she provides. To support ongoing development and consistency of care the childminder has forged links with local settings and shares children's progress with their key person. Consequently, good partnerships with parents and other settings are firmly established and the sharing of children's achievements fully supports their all-round development.

### **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
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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 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>	EY402724
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	879447
<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>	7
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/06/2010
<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, 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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