

Inspection date	11/04/2013
Previous inspection date	13/01/2010

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

- Children's communication and language skills are promoted well, because the childminder is perceptive, listens carefully, responds well and checks children's understanding of concepts.
- Children thrive in the childminder's care because of his high expectations. He offers appropriate challenge, which supports children's development and helps them make good progress.
- Children feel safe and secure in a spacious, well-organised and well-maintained environment, which is fully inclusive.
- Children develop excellent relationships with the childminder and his immediate family. They talk freely with all adults within the home, and seek the help and support of the childminder with a range of activities.

It is not yet outstanding because

- Books, reading materials and resources about emotions and how people in the community support society are not fully available. As a result, children's very good learning in these areas is not fully complemented through alternative resources.
- Sharply focused information gathering, regarding parental observations and children's experiences at home and with families, is not fully embedded. As a result, children's experiences are not always wholly shared and used to inform the planning of 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 the childminder and the children, as they played and interacted with each other.
- The inspector viewed various documents, including policies and procedures, children's learning books and personal registration forms and contracts.
- The inspector spoke to children and parents, taking their views into account.
- The inspector discussed various aspects of policy and practice with the childminder.

Inspector

Janice Caryl

Full Report

Information about the setting

The childminder was registered in 2001. He is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He works with his wife who is also a registered childminder. They live with their two adult children, in a house in Wigton, Cumbria. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding.

The childminder attends a local playgroup and visits the shops, library and park on a regular basis. He collects children from the local schools and nurseries.

There are currently 15 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. He operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities. He is a member of the Professional Association for Children and Early Years (PACEY).

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities to support children's learning about feelings and emotions and about people in the community that help society, for example, provide books, stories and puppets that complement existing resources and strategies
- develop further opportunities to learn from parents about what their children do at home, for example, collect parental observations and make family books using photographs of family members, significant people, pets and familiar objects so children benefit through stronger links between home and the setting and planning is enhanced.

Inspection judgements

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

The childminder has a very good understanding of how children learn through play. He knows the children well and plans activities and experiences based on their interests. Children, therefore, are motivated and enthusiastic, which promotes learning in all areas and supports children in making good progress. The childminder works closely with his wife who is a co-childminder. Together they make assessments based on children's starting points on entry to the setting and subsequent observations. Information about what children do at home is verbally shared by parents and carers, who are invited to

make comments in children's day books. However, family observations and photographs are not shared. As a result, planning for children does not wholly include and build on children's home experiences. The childminder contributes to the completion of the progress check at age two and understands the importance of assessing children to ensure any gaps in learning and development are identified, and early intervention put in place. Children, therefore, make good progress and are ready for their next steps in learning, such as nursery or school.

Children's communication and language is supported effectively as the childminder listens to children and responds by word and gesture. For example, he responds to younger children's vocalisation by repeating words and phrases that link to their actions. Children are provided with writing and drawing materials that promote physical development and early literacy skills. The childminder sits with children and offers appropriate challenge to support them in developing their thinking skills. For example, he asks children to 'make a picture in their mind' before drawing and painting. This empowers children to think creatively while allowing freedom of expression. Children enjoy playing with the police car and ambulance, developing their imagination as they push them along the floor, listening to the sounds and watching the lights flash. They know where the switch is to turn off the mechanism, showing their emerging skills in learning about technology and how things work. Books and resources available for children to access do not include pictures and stories about people who help others in the community, or about children's feelings and emotions. As a result, children's learning and development is not enhanced through the use of different media. Jigsaw puzzles and inset puzzles support children in developing their physical skills and early mathematical skills of learning about shape and space. The childminder also promotes early mathematical skills and mathematical language in other areas. For example, children count how many football goals they have scored; they learn where the goal areas are and that if they kick the ball too high, it does not count. Children play alongside others in the sand, strengthening relationships with each other. They use trowels and buckets, make sand castles and channels and talk about making rivers and streams. They develop their physical skills, communication and language, and understanding of the world as they play.

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

Relationships between the childminder and the children are strong as they confidently ask him questions, call his name and ask for his support. Children are supported in developing their confidence and self-esteem as he encourages them to persevere, and congratulates them for trying hard. For example, children play at catching the ball. The childminder encourages children to 'lift up their arms' to catch the ball. They laugh and run after it, before repeatedly trying again. Children develop a sense of fairness and learn to take turns as the childminder supports them in playing cooperatively, taking turns and sharing the toys and equipment. Children benefit from fresh air and exercise as they run around, play football, use the trucks and play in the sand. They receive healthy balanced snacks and home-cooked nutritionally sound lunches. Water is freely accessible and children confidently and independently take their water bottles outside. Consequently, they remain hydrated wherever they play.

Children's behaviour is managed well by the childminder. He supports younger children and older children appropriately by ensuring they consider and understand rules and boundaries. Older children support younger children in their play and in helping with tasks. This helps to promote a sense of well-being and belonging because the children feel respected and valued. Children are kept safe because the childminder is vigilant and aware of the different hazards and risks that occur for the different age groups. For example, he distracts younger children from playing with toys and equipment, which are unsuitable for their age. He supports children in managing their own risks as he establishes guidelines, while they play outside with the toys and equipment. He ensures that toys and equipment are always safe and in good working order, and makes adaptations to the environment to ensure that children can access toys and equipment easily and safely.

The childminder has good links with local schools and nurseries. Children are taken and collected from the settings and communication is effectively shared between the two. For example, planning around themes and seasonal topics are shared and complement each other. This means that children receive consistency in their learning. The strong links enable children to become familiar with other children and adults in the linked settings, which helps as they prepare for moving on.

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

The childminder's knowledge and understanding of the areas of learning and how children learn, is secure. He works alongside his wife, a co-childminder, to ensure that the programme of activities and experiences meet the needs of all the children. The assessments of observations and children's interests inform what activities and experiences are provided. He makes adaptations to equipment and the environment so that all children, regardless of their age, stage or ability, can access them safely and independently.

The childminder's understanding of the safeguarding and welfare requirements ensures that children remain safe and well cared for. He keeps his training up to date, for example, child protection and first aid, which helps to keep children safe from harm. Clear and well-written policies and procedures mean that they are easily understood and implemented effectively. Risk assessments are thorough and a record of visitors is maintained, meaning the setting and environment are safe for children to play and learn.

Self-evaluation is thorough because the childminder critically reflects on how he and his wife operate. They work together on completing the self-evaluation form, which helps them to identify what they are doing well, and areas where they can improve. He discusses issues with parents and carers and responds to their suggestions. Children are asked about their preferences and their ideas are taken into consideration. The childminder has established strong and positive relationships with parents, carers and other agencies. As a result, children thrive in a welcoming and supportive environment that meets their emotional and developmental needs.

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 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	404597
Local authority	Cumbria
Inspection number	872226
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	13/01/2010
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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