

<b>Inspection date</b>	17/04/2013
Previous inspection date	23/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are happy and relaxed in this homely and welcoming environment. They enjoy secure and trusting relationships with the nurturing childminder, who fully supports their emotional well-being.
- The childminder has a good understanding of safeguarding and health and safety procedures. This helps to ensure that children remain safe and secure while in her care.
- Partnerships with parents are well established and are highly effective in supporting children's care and learning at the setting and at home.
- The childminder provides a good range of activities based on children's interests. She listens carefully and skilfully questions children during activities, which helps to develop their learning and ability to make choices independently.

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

- There is scope to support children's early literacy and language skills further through the use of print in the environment.
- Opportunities for children to investigate the natural world in the outdoor area are not fully promoted.

## 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 activities in the conservatory and kitchen.
- The inspector spoke to the childminder and children at appropriate times while observing the activities.
- The inspector looked at children's records, planning documentation and policies and procedures.
- The inspector took account of parent's and children's views by reading a selection of questionnaires.

## Inspector

Sandra Williams

## Full Report

### Information about the setting

The childminder was registered in 1996. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a bungalow in Barrow-in-Furness, Cumbria. The whole of the bungalow is used for childminding, apart from the dining room and childminder's bedroom. There is a fully enclosed garden to the rear of the property for outside play. The family has two pet dogs.

The childminder attends toddler groups and visits the shops, library and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll who are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday. She is a member of the Professional Association for Childcare and Early Years. She holds a National Nursery Examination Board qualification and a National Vocational Qualification Level 3 in Childcare and Education.

### What the setting needs to do to improve further

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

- increase the use of print in the environment, such as signs and labelling on storage boxes, to enhance children's understanding that words have real meaning and to further support their good early literacy skills
- make more use of the outdoor area by making available resources for children to investigate the natural world, such as providing chimes, streamers, windmills and bubbles to investigate the effects of the wind.

### Inspection judgements

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

The childminder knows the children very well and effectively supports them in making very good progress in their learning and development. She works closely with their parents to establish children's starting points in their development and to get to know their individual interests and needs. This helps children to settle happily in her care. She carefully and thoughtfully plans a wide range of activities that are tailored to children's individual interests and learning needs. Regular observations of children's progress are undertaken by the childminder in the form of written information, photographs and examples of children's work. She uses the 'Development Matters in the Early Years Foundation Stage'

guidance to accurately track and monitor children's ongoing development and to plan appropriate next steps in their learning. This information is regularly shared with parents who add their positive comments and ideas about the next steps in their child's learning. The parents also bring in items from home to support activities being undertaken. For example, while children learn about animals they bring a toy farm for the children to play with. The childminder has developed good skills, knowledge and understanding of the characteristics of effective teaching and learning. As a result, she can fully extend children's learning as she sensitively joins in with their play. Equally, she knows when to stand back and allow children uninterrupted time to play and explore on their own and with other children. This means that children enjoy a good balance of adult-led and child-initiated activities throughout the day.

The childminder provides play resources that the children are interested in. She rotates the activities so that children receive a variety to choose from. She has also produced a booklet full of photographs of the toys available to improve children's ability to make choices. Children confidently and independently choose from the wide selection of toys and books available to them. They enjoy choosing books to read with the childminder and enjoy making marks by freely selecting paper and a variety of pencils and crayons. Some children can recognise their names and can write their full names on their art work. Others can write 'Wednesday', on the daily calendar. These activities provide effective opportunities for children to develop their good early literacy skills. An attractive spring display created by the children also includes some words, such as 'lamb' and 'spring' to help them with their word recognition. However, there is scope to increase the use of print in the environment, such as signs and labels on storage boxes to help children develop their understanding that words have real meaning and to further enhance their good early literacy skills.

Children are developing very good early numeracy skills as they count using the number line displayed on the wall and can correctly select numerals, such as 19 from the number line. They talk about the age of a child who is six and hold three fingers up and know that they need three more to make six. They recognise shapes displayed on the wall, such as rectangle, circle and square. Children are also familiar with positional language, for example, they write their names on their pictures by turning the paper over so that it is 'behind' their picture. While undertaking craft activities the childminder supports children's learning in many ways. The children decide to create more lambs to add to their spring display. The childminder provides choices by asking them which colour wool they would like to use. The children skilfully and carefully use scissors to cut up short and long pieces of wool to stick onto the sheep, thus, developing good physical skills. They demonstrate their ability to concentrate and remain focused on the task until it is completed. They recall seeing some lambs in a field while walking in the countryside and remember that they had numbers on them, so they add numbers on theirs. Children learn about natural objects and different textures, such as wool, feathers and felt as they make their spring picture. They also learn about the weather as they talk about the daily calendar and recognise different types of weather. However, resources for children to investigate the natural world in the outside play area are not readily available to them. This lessens, somewhat, their opportunities to learn further about the natural world.

Children learn about similarities and differences in cultures and traditions by undertaking

planned activities, for example about St David's Day and Ramadan. They demonstrate very good skills in technology as they use a digital camera to take photographs of each other and of flowers. They then enjoy looking at them in their progress files and on the computer. All of these activities, as well as the close liaison with parents, fully support children's readiness for school.

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

The childminder provides a homely and welcoming environment for children. She works closely with parents to make sure the children's routines and care needs are carefully followed. She displays the children's work on the walls, which helps them to settle and feel that they belong and are valued. Children's emotional well-being is well supported and nurtured because the childminder treats them with respect and listens attentively to what they have to say. Children freely express their needs and the childminder responds to what they want. For example, they let the childminder know when they need to use the toilet and when they would like a drink. This shows they feel comfortable and confident in her care and enjoy close and trusting relationships with her. Children respond positively to the attention and praise they receive, which fosters their confidence and self-esteem.

The childminder undertakes regular fire evacuation practices with the children, which provides good opportunities for children to learn about safety. Children are encouraged to have active lifestyles as they play in the well-equipped garden, which they access from the conservatory. They also enjoy regular fresh air and exercise during walks in the surrounding countryside, which supports their physical development and good health. Children demonstrate their increasing physical control as they perform 'magic' tricks by holding a marble in the palm of their hand and turning their hand over without the marble falling out of their hands.

The childminder helps children to understand the importance of healthy eating by providing nutritious meals and by talking to them about foods that are good for their health. She teaches them self-care skills, such as the importance of washing their hands after using the toilet and before eating. Children are also involved in preparing some of their meals, which further promotes their independence and self-care skills.

Children learn about positive behaviour, such as saying 'please' and 'thank you', as the childminder applies consistent boundaries and gentle guidance. These skills help children to interact positively with others and develop appropriate social skills. This prepares them for the next stage in their learning, such as nursery or school.

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

The childminder has a good knowledge of how to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She maintains up to date knowledge of the local safeguarding procedures by completing regular training courses. As a result, she is clear about how to keep children safe from

harm and ensures that they are protected and supervised at all times. Comprehensive risk assessments and policies are regularly reviewed and shared with parents, helping to protect children's safety. The childminder holds a current first aid certificate, so that any accidents or injuries are dealt with appropriately.

The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The assessment process is fully established to ensure precise planning for children's next steps in all areas of their learning. Relationships with parents are very positive and information about the children's care and learning is shared verbally, as well as through the progress records. Written parental questionnaires include very positive comments, such as 'the childminder always puts 110% into the care of the children' and 'I would highly recommend her to other parents'. The childminder works closely with the parents, schools and pre-schools to ensure information is shared to fully support children's learning in a consistent way.

The childminder has fully addressed the recommendations from the previous inspection, which is a positive indication of how committed she is to making continuous improvements. She has developed her knowledge of the Early Years Foundation Stage by attending training courses and receiving support from the local authority advisor. She self-evaluates her practice in order to identify her strengths and areas for development. This takes into account the views of parents and children, from verbal comments and questionnaires. She has a clear plan of action in order to further enhance the provision for children's learning and 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
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>	316883
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	868388
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/10/2008
<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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