

Inspection date	18/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 benefit from the warm, caring relationship established with the childminder. They have established a secure attachment and strong bond with her which effectively promotes their well-being and independence.
- The childminder provides stimulating and fun activities for the children. She has a good understanding of how to promote and complement children's learning and provides resources which meet their needs and interests. As a result, children are motivated, and eager to learn, and make good progress in their development.
- Children engage in a good range of experiences outside of the childminder's home. They regularly visit the soft play facilities, library and toddler groups, all of which provide opportunities for children to develop their social skills in preparation for their move on to school.

It is not yet outstanding because

- Children's early literacy skills could be further enhanced by helping children to recognise that print and words have meaning and can be used in many different ways, including on media, everyday materials and in the environment.
- There is scope to improve the range of resources and positive images that celebrate the difference and diversity of the world.

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 with the children in the kitchen and in the living room and reviewed the resources and equipment in all rooms.
The childminder showed the inspector all the areas that children have access to,
- discussed safeguarding arrangements, and how she keeps children safe in her home and on outings.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
The inspector looked at observations and assessments, planning documentation,
- policies and procedures, children's registration forms, and a number of other childminding documents.
- The inspector viewed the evaluation documents and action plans used by the childminder to monitor and evaluate her practice.

Inspector

Carys Millican

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged seven and 19 months in a house in Penrith, Cumbria. The whole of the childminder's home is registered for childminding. There is an enclosed garden available for outdoor play. The family has two guinea pigs as pets.

The childminder attends a toddler group, the library and soft play facilities. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll who are in the early years age group and who attend for a variety of sessions. The childminder operates all year round from 7.30am until 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and the Eden District Childminding group.

What the setting needs to do to improve further

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

- increase children's understanding that words and print carry meaning by helping them to recognise words, symbols and labels on everyday items, such as cereal packets and other recycled materials

- support children's understanding of the difference and diversity of the world around them by: providing resources which represent the similarities and differences between themselves and others, and among families, communities and traditions.

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 how children learn and develop. She provides an interesting and stimulating environment where children can move around freely and help themselves to a range of resources that match their interest. As a result, children are motivated, eager to learn and stimulated, so that they make good progress towards the early learning goals. The childminder takes into consideration children's age, stage of development and interests when planning activities and play experiences. She gathers information from parents during settling-in visits to obtain children's starting

points. This enables her to provide stimulating and fun play experiences that build on their recent achievements. All the children in her care have individual learning journey folders, which parents and children enjoy looking at. Each one contains photographs and statements, detailed observations, samples of their artwork, progress records and tracking documents. The childminder completes detailed observations which are recorded in each child's learning journey. These are supported by simple statements linked to photographs, the identified areas of learning within children's developmental age band and the next steps in their learning. The childminder's planning is flexible, and includes activities in the home and outings in the community. She uses children's next steps clearly to inform her planning and, therefore, meets children's needs well. The childminder is aware of the need to complete the progress check at age two years with parents and is prepared to carry this out when relevant. Parents are involved in the ongoing observation and assessment process. They share what they know about their child's learning at home and add comments to their child's records.

The childminder involves herself in children's play at appropriate times and provides good levels of support and encouragement. Her enthusiasm for learning through play is clearly seen as she gets down on the floor to become the 'patient' as part of the children's imaginary game. Children use their creativity well, recalling and acting out events, such as visiting the doctor's surgery. The childminder is skilful in extending their communication and language as she joins in conversations with them. She introduces new vocabulary, extending their learning and building on what they already know. For example, she names the medical instruments correctly and explains what they are used for as the children play with them. Children's love of books is well supported. They have a good selection in the cupboard which the children can help themselves to. The childminder makes her own story sacks, which are shared with parents who take them home and use with their children. The postman arrives with a parcel and the children get excited, 'it's the duck and the new reading book,' they say, and help the childminder open the parcel so that they can read it. The childminder sits on the floor with the children and reads the story and the children hold up the associated toys. They enjoy looking at the pictures and answer the questions correctly, when they are asked by the childminder. Children love dressing up as princesses and wizards. The childminder provides children with a good selection of clothes which children help themselves to. Consequently, their independence, physical abilities and self-help skills are effectively supported because children can dress and undress themselves unaided; and they manage buttons and zips with ease. These are all skills they require in readiness for school.

Children enjoy creative activities and learn to express their own ideas and designs. For example, the childminder plans a sticking activity, at the request of the children, and has saved recycled materials so that the children can make their own models. Children put on their own aprons and help to squeeze the glue into glue pots. They talk about what they are going to make, and examine the different textured materials on the table. 'I am going to make a dinosaur', says one child, and 'I am going to make a princess', says another. The childminder extends their learning by asking the children open-ended questions, such as 'how will you make it?' and 'what do they need?' She introduces shape, colour, size and number skilfully into their play and watches as children select the materials they want to use. The childminder talks to the children constantly, supporting their speech and language skills. However, spontaneous opportunities to help children recognise that print,

symbols and words can be seen and read on the packaging are not explored at this time. As a result, some opportunities to help children develop the early skills they will need for their later learning are overlooked. Children concentrate hard on their task and the childminder gives them time to finish what they are doing and constantly praises their efforts. Children learn about technology. They are keen to play with the interactive musical instruments and proudly show off their home-made rain maker shakers.

Children enjoy outdoor activities to develop their physical skills and learn about the world around them. For example, they go on country walks to feed the ducks at the nearby river, they visit local parks and play areas, and visit the nearby soft play facilities. Children also play in the childminder's garden with a range of wheeled toys, ball games and large physical play apparatus, for example, the trampoline. This gives children opportunities to further develop their physical skills. The childminder is well organised and provides a warm and welcoming environment containing a good selection of resources, which overall supports children's learning well. However, there are fewer resources which represent the similarities and differences between themselves and others, and among families, communities and traditions of the wider world.

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

Children settle easily into the childminder's family home because they have established good relationships with the childminder. They form a secure attachment and a strong bond with her and are happy and content in her care. The childminder works with parents to ensure children's individual needs, routines and dietary needs are met. This helps to support children's transition into the childminder's care and helps them to feel safe and secure. The childminder is warm and attentive to children's needs, which nurtures their emotional and physical well-being.

The childminder's home is well organised, well maintained and welcoming. The living room is arranged so children can independently access a good range of toys and activities. They know where additional resources are kept and confidently help themselves as they play. Consequently, they show a strong sense of belonging. Children are very well behaved. They respond well to the childminder's clear guidance and reassurance. For example, to sit properly on the chairs so they do not fall and hurt themselves. Children are polite and well mannered, they say 'please' and 'thank you', without prompting and they help to tidy away toys when asked. Children play harmoniously together and show care and concern for one another. The childminder sensitively supports them as they form friendships with their peers. She encourages them to play cooperatively, learning to take turns, share and compromise. For example, when one child asks another for a cone to stick on her model, the childminder encourages the other child to count the number of cones he has, and then asks him to give one to his friend. He gives one to her and then recounts them to see how many he has left for his dinosaur. The childminder praises him for being so kind, which boosts his self-esteem and makes him smile. The guidance they receive from the childminder helps children develop the social skills they require when they move onto full-time education.

Children's health and hygiene practices are well promoted. They learn to manage their

own personal hygiene and understand why they need to wash their hands before they have their lunch or after using the toilet. The childminder provides healthy meals and snacks for children. She asks them to choose what they would like from a selection of fruit and vegetable choices. Children enjoy their meal. Packed lunch meals are stored appropriately until required and given to children so that they all sit together at lunchtime. Children have daily opportunities to experience fresh air and exercise. For example, they go for walks and use the large apparatus in the park. Children learn to keep themselves safe. For example, they regularly practise the evacuation procedure, so that they know what to do in an emergency. They successfully negotiate the stairs to the bathroom and learn how to cross the road safely, to and from school.

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

The childminder has a clear knowledge of the educational programmes and her consistent monitoring ensures that children experience a broad and balanced range of learning experiences. Consequently, children progress successfully towards the early learning goals. She demonstrates a thorough understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Methods used to observe, assess and monitor each child's progress are effective and achieved through the completion of individual assessments, tracking sheets and summaries for all children. This ensures that children's achievements are known and that plans can be made to ensure they continue to make good progress towards the early learning goals.

The childminder is enthusiastic and dedicated to caring for children. She regularly reflects on her practice to maintain and continually improve the service she provides. The childminder is proactive at seeking guidance and advice from the local authority childminding adviser to further support the improvement of her practice. The childminder has strong aspirations for the quality of the provision and for ensuring all children achieve their full potential. The self-evaluation of her practice includes the views of parents and children and is used to maximum effect. It clearly identifies the strengths and weaknesses of the provision and consistently targets priorities for improvement. Her main area for improvement is highlighted as the re-development of her outdoor provision.

Children are protected and safeguarded. The childminder has a good knowledge and understanding of the safeguarding procedures and knows what to do and who to contact in the event of a concern. She has a set of policies and procedures which are implemented in practice to maintain children's safety and well-being. All health and safety requirements are in place and the childminder has completed training, including first aid and child protection, to update and enhance her skills and knowledge. Partnerships with parents are well established. Parents value the service the childminder provides and acknowledge how much progress their children have made since starting with the childminder. The childminder has a good understanding of the importance of working in partnership with others involved in children's care and learning and to liaise with them closely. She has developed good links with the local schools that children attend. This promotes continuity of care and education for children.

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	EY453438
Local authority	Cumbria
Inspection number	890005
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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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