

Inspection date

29/04/2013

Previous inspection date

08/04/2010

The quality and standards of the early years provision

This inspection:

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 develop a secure attachment and a strong bond with the childminder through the kind and caring nature she displays and through the homely and child-friendly environment she provides. As a result, they are confident, happy and contented individuals who settle easily because they feel emotionally safe and secure in the childminder's care.
- The childminder has a good understanding of the Early Years Foundation Stage guidance and how children learn. Therefore, children are effectively supported in their play and they make good progress in their development.
- Children benefit from the positive relationships established with their parents to ensure consistency in their care. The childminder regularly shares information with parents about children's progress and development, and parents also share children's achievements from home. As a result, a combined approach to helping children in the next steps of their learning is guaranteed.

It is not yet outstanding because

- There is scope to enhance partnerships with other settings children attend.
- There is room to improve children's sensory, investigative and exploratory play indoors and outside.

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 playing with the children in the living room and dining room and viewed the resources and equipment available for the children.
- 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.
- The inspector held discussions with the childminder, her assistant, and the children at appropriate times throughout the inspection.
- The inspector looked at children's progress sheets, scrap books, planning documentation, policies and procedures, children's registration forms, and a number of other childminding documents.
- The inspector completed a joint observation with the childminder as children played a game with her assistant.
- The inspector viewed several questionnaires completed by parents and the childminder's self-evaluation document.

Inspector

Carys Millican

Full Report

Information about the setting

The childminder was registered in 2009. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 14, 12, 10 and six years in a house in the village of Broughton Moor, near Maryport, Cumbria. The whole of the ground floor of the childminder's home is registered for childminding. The bathroom is situated on the first floor and the master bedroom is used as a sleep room for minded children. There is an enclosed garden available for outdoor play to the front and rear of the premises. The family has one rabbit and a goldfish as pets.

The childminder either works on her own or jointly with an assistant. She attends a toddler group and soft play facilities. The childminder visits the local shop, the park and the beach on a regular basis. She collects children from the local school and pre-school.

There are currently nine children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am until 6pm, Monday 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:

- enhance the existing partnerships already established with the other settings children attend to formally share information about children's learning and development
- enrich the opportunities indoors and outside for children to investigate and explore using their senses, for example, by introducing a range of everyday objects, natural and textured materials for young children to explore such as treasure baskets, and by introducing, sound lines, chimes, streamers, windmills and bubbles to investigate natural phenomena.

Inspection judgements

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

Children enjoy themselves and have lots of fun as they play and learn with this experienced childminder. They make good progress in their learning and development from their initial starting points. This is because the childminder knows each child's needs

and interests to effectively support their play. The childminder gathers initial information from parents when they first visit her and she discusses children's care, learning and development regularly with them. Parents contribute to the daily diary shared between them. As a result, a combined approach to helping children learn is promoted both in the home and with the childminder. The childminder uses children's interests to provide appealing and stimulating learning experiences. She knows what they are interested in, as well as, what they already know and can do. The childminder builds on this and therefore activities are enjoyed, their concentration is maintained and learning is fun. She has a good understanding of the learning and development requirements, child development and how children learn best.

Children's personal, social and emotional development, physical development and communication and language are supported well. They enjoy numerous play opportunities which help them to develop in these main areas. For example, children play peek-a-boo games behind the chairs in the living room. They have established good relationships with each other, with the younger child often following the older child's lead at times in their play. Children constantly interact well with each other and with the childminder. These positive conversations help children to gain the confidence to respond to and repeat the same action. Children are very familiar with the childminder's home so they confidently move from one room to another in safety, independently helping themselves to the prams and dolls, magic marker drawing boards, and musical instruments. The childminder makes sure that sufficient resources are available to avoid disputes and upset. Children begin to use simple sentences in their speech. The childminder promotes skills in speaking, listening and understanding by constantly encouraging conversation, when looking at books, repeating what children say and introducing new words and concepts. Children enjoy familiar stories and can recall a favourite story in their own way when asked to do so. They enjoy sticking activities where they make their own caterpillar. Younger children are encouraged to sort, match and count out the number of 'wobbly' eyes they need and the older children competently use scissors to cut pipe cleaners for antennae. Children recall what day of the week it is and look at the story to see which piece of fruit the caterpillar ate the same day, which then becomes their snack for the morning.

Children access a good selection of toys, both indoors and outside, which are age-appropriate and well maintained. However, there is scope to introduce younger children to more every day, natural, textured and sensory materials and objects, both indoors and outside, which they can explore and investigate, to further engage their curiosity and learning. Children join in musical and singing activities with the childminder and her assistant. They help themselves to a range of instruments and each child in turn decides on a familiar song to sing together. The children enthusiastically join in and respond to the activity by smiling and laughing as they all take part. Children's literacy skills are promoted. They access a wide range of picture books and story books which are stored on shelving so children can independently help themselves. Mathematical experiences are continually addressed through discussions in activities and are introduced to children through board games, for example, for counting and recognising colour and shape. The provision of these play experiences and opportunities help to build on the skills children require in readiness for pre-school then on to school.

The childminder helps promote young children's physical development. There is ample

space for children to walk around the furniture and between rooms. Children practise skills of walking up and down stairs which is especially important for those children who do not have stairs in their home. Children play outside in the garden where they practise their throwing and kicking skills, have supervised play on the trampoline, and access sets of swings and rocking toys. A range of wheeled toys are available and they can use their imagination while playing in the play house.

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

Children are confident, happy and contented individuals who settle easily in the childminder's care. This is because the childminder provides a homely, child-friendly and relaxed environment, and her kind and caring nature makes children feel emotionally safe and secure. The strong bond and attachment formed between the childminder, her assistant, and the children effectively promotes children's emotional well-being and learning. The childminder works closely with parents to ensure that she supports all children's care and welfare needs appropriately. The open door policy means that parents are welcome to talk to her whenever they want to discuss the care, learning and development of their child.

The indoor environment provides a warm and welcoming child-friendly space. Children know where resources are stored and independently self-select items for themselves. They thrive on the one-to-one support they receive from the childminder who organises her time effectively to supervise their play and to support children's emotional well-being, care and learning. The childminder takes children to the local toddler group she operates once a week. This provides them with the opportunity to mix and socialise with other children in a larger group, to develop their social skills, which will support them later for their move onto school. Children understanding of similarities and difference are supported well by the childminder through the provision of resources and activities that celebrate families, communities and traditions. They learn about the community in which they live because the childminder takes them for walks around the local village, including, visit to the church. They visit the beach where they hunt for shells and stones, and the visit the local shop to buy their fruit for snack. Children also celebrate cultural festivals and events throughout the year.

Children are very well behaved. The childminder liaises with parents so that she manages behaviour in a consistent, firm, but positive manner so children learn right from wrong and social skills, such as good manners from an early age. For example, she reminds children not to climb on boxes or put toys in their mouth and they learn to take turns and share toys as they play games. The childminder constantly praises the children for what they do, which in turn boosts their self-confidence and self-esteem. For example, when a child tries very hard to use scissors to cut a pipe cleaner, she tells him how clever he is and he perseveres to complete the task in hand. Children eat healthy fresh fruit snacks and home-made meals. Drinks are accessible and available at all times to keep them hydrated. Children rest according to parents' wishes and individual routines. The childminder helps children to learn about self-care and basic hygiene routines from an early age. They learn to dress and undress themselves which are useful skills to have when starting school. Children learn how to keep themselves safe. For example, they hold the banister or the

childminder's hand when using the stairs, and complete the fire evacuation procedure regularly so that they understand what to do in an emergency.

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

The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage and understands clearly the importance of monitoring children's progress. She observes children as they play, then uses her daily diary to record what she sees. Sharing this information daily with parents allows them to add their comments about what their child does at home. The childminder uses the Development Matters in the Early Years Foundation Stage guidance to assess children's development and tracks their progress highlighting what they have achieved. By doing so she is able to ensure that children are developing in line with the development milestones appropriate for their age and clearly identify the next steps in their learning.

Children are protected and safeguarded because the childminder and her assistant are aware of their role and responsibility should they be concerned about any child in their care. Their first aid certificates are kept up to date so they know what to do in any emergency situation. All of the required policies and procedures are in place and shared with parents. The childminder completes risk assessments, identifying any risk to children and takes action to ensure where they access is safe to do so. For example, safety gates are fixed to the bottom of the stairs to prevent children from gaining access to the first floor and all exterior doors are secure so children cannot leave the premises unsupervised. The garden is secure and a fenced off area is available to the rear of the property. Children therefore play in a safe environment because potential hazards are minimised. Their safety is assured on outings and parental permission is obtained for outings and all car documents are up to date.

The childminder maintains a positive attitude to the continual development of her childminding provision. She uses her self-evaluation form to review and reflect on her strengths and to identify areas for further improvement. The childminder understands the importance of developing her skills and knowledge. Therefore, she has attended training courses to help with her practice, for example, recent nutrition training has led to changes in the food she provides for children. The actions and recommendations raised from the last inspection have been successfully completed. Consequently, improvements have been made in the childminder's practice, for example, children's record keeping and the provision of resources that help children understand about the difference and diversity of the world around them. Parents state that they are very happy with the childminder and the service she provides. They regularly share information between each other to support children's care, welfare and learning. The childminder has made some links with the other early years settings her minded children attend. However, there is scope to make this arrangement more formal in order to share their development already achieved and to complement the learning taking place.

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	EY397787
Local authority	Cumbria
Inspection number	875092
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	8
Number of children on roll	9
Name of provider	
Date of previous inspection	08/04/2010
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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