

**Inspection date**

02/05/2013

Previous inspection date

19/11/2008

**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 are very happy and settle well because the childminder is caring and friendly. She clearly knows their individual routines very well as she responds to their needs effectively.
- Children make good progress in their learning because the childminder completes precise observations and assessments of them which accurately identify the next steps in their learning.
- Children benefit from plenty of fresh air and exercise on a daily basis as they access their appealing and well-resourced outdoor environment freely. As a result, children adopt healthy lifestyles.
- Partnerships with parents and shared settings are good. The childminder effectively shares children's progress and learning regularly. As a result, a shared approach is well-established.

**It is not yet outstanding because**

- There is scope to enhance children's early mathematical skills in number and counting.
- Children are not always provided with duplicated resources to support cooperative play and help reduce conflict.

## 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 looked at all of the areas used for childminding.
- The inspector took account of the views and comments received from parents on the day of inspection.
- The inspector observed a number of children during a range of activities.  
The inspector looked through a range of documentation relating to the setting.
- These included policies and procedures, children's daily diaries, observation and assessment records, a record of the childminder's training and self-evaluation documents.
- The inspector held discussions with the childminder, co-childminder and the children throughout the inspection.

## Inspector

Charlotte Bowe

## Full Report

### Information about the setting

The childminder was registered in 1989. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives in a house in Brampton, Cumbria. The whole of the ground floor with the exception of the utility room, one bedroom on the first floor and the bathroom are used for childminding. The paved area of the rear garden and the front garden are used for outdoor play.

The childminder works alongside another registered childminder and jointly with an assistant. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder supports children with special needs and/or disabilities.

There are currently 22 children on roll, nine of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. Her working hours are flexible to meet the needs of all parents. The childminder is a member of the Professional Association for Childcare and Early Years. She holds an appropriate early years qualification at level 3.

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

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

- provide further opportunities for children to extend their early mathematical skills in their immediate environment, for example, by putting a number label on each wheeled toy and a corresponding number on each parking space, and by providing money in the role-play resources
- duplicate some materials and resources to help reduce conflict when children play together, for example, by providing two stools to stand on when they play in the kitchen sink and when they help to prepare the lunch.

## Inspection judgements

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

The childminder has a good knowledge of how children learn and is skilled when providing challenging and interesting activities which support children to develop their skills across all areas of learning. Children are well supported in their acquisition of language as the childminder ensures that she communicates with all children very well through skilful

interactions. For example, as younger children play on the floor with a tambourine, they giggle as the childminder sits down with them, maintaining eye contact and talking to them as she shakes the instrument. The childminder's quality of teaching is good and she supports children to develop their early reading skills because they read books together and look at the letters on road signs, when they are out and about in the local community. As a result, children make good progress in their literacy development. Children learn to be imaginative as they dance and sing along to a popular children's TV show theme, and as they visit the local park. They develop their physical skills as they run around freely and use a range of equipment. Children gain an awareness of shape and measure as they fill and empty containers and fit pieces of jigsaw together. They learn about numbers and counting as they access their local environment and look at the numbers on doors. However, there is scope to develop this within children's immediate environment as there are a limited range of resources, such as money in the role-play area and number labels in the environment for children to access. This means that children have fewer opportunities to develop their awareness of numbers and counting on a daily basis.

Children make good progress towards the early learning goals because the childminder implements effective observations and assessments of children that clearly identify the next steps in their learning. The daily planning is flexible to meet the needs of all children and takes into account the next steps in their learning and their interests. For example, through observation the childminder recognises that younger children require support with their recognition of colour. She supports this as she provides a range of coloured dough for children to play with. As they play together, the childminder talks to children about the different colours that they see. As a result, children quickly begin to differentiate between different colours. This ensures that children are making good progress and are ready for their next stages in learning and school.

Children with special educational needs are well supported in their learning. The childminder is skilled because she identifies when children require additional support. Through regular observations, she implements effective teaching techniques in order to support them. For example, children are supported well in their speech and language development as the childminder introduces 'signing' following a relevant training course that she has attended. Children respond well to this as they sign for 'more' at snack and lunchtime. This ensures that children have their individual needs well met as they use different methods of communication. Therefore, they make good progress in their learning, given their starting points.

Partnerships with parents are fully established. The childminder seeks relevant information from them to determine children's unique starting points and individual routines. She effectively communicates with parents on a daily basis, sharing information about different activities that their children have been involved in during the day. Parents contribute to children's daily diaries by updating routine information and often sharing progress from home. Regular progress reports are shared with parents so that they can further support their children at home. This means that a shared approach to children's learning is fully embedded.

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

The childminder is a good role model within the setting and uses a range of sensitive and age appropriate techniques to ensure that children develop a good awareness of the rules and boundaries of the setting. For example, children are encouraged to tidy away toys when they are finished with them. The childminder helps children to do this as she positively communicates with them, encouraging them to take part. As a result, children listen attentively and actively respond by taking part. Children learn to respect each other as the childminder encourages them to share and take turns. For example, as they play on the slide outdoors. However, as children play with water in the kitchen sink and when they help to prepare the lunch, they become frustrated as they share a stool to stand on, because duplicated resources are not always provided to further encourage children's co-operative play.

A well-developed induction procedure ensures that the childminder knows children well. The 'My child's routine' document provides the childminder with a wealth of information to support her in meeting children's individual needs. She enhances this information by effectively communicating with parents and children to develop sound and trusting relationships, ensuring she is well aware of their likes and dislikes. As a result, children are happy and settled and are reassured by the childminder who is caring and friendly.

The childminder effectively promotes children's safety and well-being. She ensures that they are welcomed into a safe environment by conducting regular daily checks on equipment and resources. This ensures that children are kept safe from harm. The childminder skilfully teaches children how to keep themselves safe whilst on outings in the local community. For example, the childminder talks through the procedure as they cross the road safely together and teaches children about stranger danger. As a result, children are safe and secure within the setting and when on outings.

Children are independent and motivated learners who readily access their well-resourced play environments. The childminder encourages children to do things for themselves. For example, when they finish their breakfast, she encourages them to wash their hands unaided. Children competently do this and the childminder gives them praise for their achievements. This enables children to develop their self-esteem and independence skills, to ease transition to school.

The childminder is proactive in providing many opportunities for children to exercise. For example, they visit the nearby tarn for walks and run around freely at the local park. Having free access to their immediate outdoor environment ensures that children benefit from regular fresh air. The childminder effectively promotes healthy eating because she encourages children to help prepare healthy and nutritious meals and snacks. This means that children have a good awareness of adopting healthy lifestyles.

### **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 as she supports children to learn and develop across all areas of learning through a range of precise and accurate observations and assessments. She clearly monitors and identifies children's next steps in learning and uses the Development Matters in the Early Years Foundation Stage effectively in supporting children to further achieve. The childminder is committed to developing her knowledge and skills because she regularly attends training events and uses the information that she learns to further develop the setting. As a result, children make good progress in their learning.

Children are effectively safeguarded within the setting because the childminder has a good understanding of the procedure that she would need to take should she have a concern about a child in her care. Risk assessments are detailed and precise and ensure that children are kept safe both indoors and when on outings. For example, toys are regularly tidied to prevent slips, trips and falls. Children also help to assess the risks before they begin to play. This ensures that they learn about keeping themselves safe and learn to manage risks for themselves. Robust policies are well written and the childminder accurately reflects these in practice. This all ensures that children's safety and well-being is fully promoted within the setting.

Partnerships with parents are strong as the childminder effectively communicates with them on a daily basis. Parents are actively involved with their children's learning as they contribute to children's initial assessments, daily diary and progress reports. Parents report that children really enjoy the regular outings to the nearby park, tarn and community centre and sustain interest as the childminder provides them with a wide range of enjoyable resources. As a result, a shared approach to children's learning is fully embedded.

Partnerships with external agencies are well established because the childminder regularly attends the childminder cluster groups in the local community. She is confident to seek advice from her local childminder advisor to keep abreast of new developments. The childminder works alongside other settings to share children's progress regularly. For example, a 'boomerang book' has been set up to share children's progress and learning on a regular basis. The childminder also meets regularly with the key person from shared settings to discuss children's progress and learning. This ensures that children have continuity in their care and learning and are well supported in their transitions.

Self-evaluation is fully embedded within the setting as the childminder has clearly identified the strengths and areas to improve. Parents are regularly consulted through the use of questionnaires and children talk about their likes and dislikes through regular discussions. This ensures that children and parents are listened to and their views and opinions of the setting are valued. The childminder works alongside another registered childminder and jointly with an assistant. A wealth of expertise and knowledge are brought together as they hold regular discussions in order to enhance and develop the setting. This demonstrates that the childminder is committed to drive the setting forwards in order to improve the quality of care and learning for children.

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>	316905
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	868389
<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>	18
<b>Number of children on roll</b>	22
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/11/2008
<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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