

## Inspection date

Previous inspection date

13/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

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 are making good progress. The childminder initially obtains clear information from parents on what their child already knows and can do and the partnerships with parents and other providers are very strong. The childminder challenges children effectively to reach the next stage in their learning using her own assessment and information from parents and other early years providers.
- The childminder plans for individual learning effectively, taking full account of children's interests as well as their stage of development.
- Children learn through play in a stimulating environment that is safe and secure. They are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm. Children's good health is given a very high priority.
- Children's social and emotional needs are extremely well met by the childminder and she promotes children's language development effectively. Relationships are very good and children's emotional security begins with a well-planned settling-in procedure that is agreed with parents.

### It is not yet outstanding because

- Opportunities for children to gain an awareness of cultural, religious and community events and experiences are not fully used to extend their awareness of the wider 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 activities as children played in ground floor play areas.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives in Woodford Halse in Northamptonshire with her husband and two children aged 3 years and 17 months. The whole of the ground floor and two bedrooms are used for childminding and there is direct access to an enclosed garden. There are ground floor toilet facilities and a first floor bathroom. The family has two pet cats.

There are currently three early years children on roll and all attend on a part-time basis. The childminder is able to walk with children to and from the local school and pre-schools. She cares for children all year round, Monday to Friday from 8am until 6pm. The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- enhance opportunities for children to learn about their similarities and differences; for example, by extending their awareness of cultural, religious and community events and experiences.

## Inspection judgements

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

Children are making good progress in their learning. During each child's induction the childminder obtains valuable information from parents on their child's interests and their stage of development. She then uses this and her own assessment to challenge children effectively. Ongoing assessment with the involvement of parents then ensures that children continue to be challenged to reach next steps in their learning. Children enjoy activities in a stimulating play environment. The childminder makes sure that continuity of learning is addressed well for children who attend other early years provision. She is aware of the requirement to provide parents with a progress check at age two and will complete these where necessary.

Children's personal, social and emotional development is addressed extremely well by the childminder. Young children in her care are happy, settled and secure. She promotes their independence and self-confidence effectively. For example, children are encouraged to select resources for themselves from well organised storage in a designated playroom. The childminder provides a range of resources so that children are able to explore their senses. Young children make marks with their fingers in paint and they help to create a

large collage picture. They practise manipulative skills as they apply glue to paper with brushes and they explore the texture of different materials. Physical skills are promoted effectively and the childminder promotes learning well in accordance with children's interests. She inspires an interest in balls by ensuring that a variety of different ones are easily accessible. Children are encouraged to notice the big and small ones, explore different textures and see what is inside some of them, for example, a favourite contains liquid and glitter. To extend children's interest and promote different skills the childminder has added bean bags to their choice. Young children generally only roll the balls, but try to throw the bean bags with an over-arm action. They ruffle the bean bags with their finger tips and discover the sounds that they make when they are shaken. The childminder successfully extends children's interest with a well-planned balloon activity. Children are encouraged to select a balloon from a bag and their choices include ones filled with sand, water, rice or pasta and one that has been frozen. She talks with children about whether the balloons are heavy or light and introduces words such as 'squidgy' and 'crunchy'.

The childminder promotes children's communication and language development effectively. She interprets young children's wants and needs as they communicate with expression and gesture and she promotes their speaking skills well. For example, young children are beginning to say single words and the childminder repeats the words back to them so that they can hear the words clearly. She encourages children's interest in books and when looking at pictures of animals she supports them in making the sounds that the animals make. Toys such as shape sorters promote shape and colour matching and the childminder counts with the children as she supports their play. Children are beginning to pretend. The childminder invites them to join her and play with home corner toys and they pour cups of tea. She provides some role play toys that reflect diversity in a positive way, and also some books. However, the childminder's practice is not fully maximised with regard to raising children's awareness of their similarities and their differences to help them understand their own needs and those of others.

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

Children are happy and settled and the relationship between the childminder and the children is extremely good. Their emotional security is initially addressed well because a good settling-in period is agreed with parents in accordance with their different needs. Children enjoy music and the childminder uses this effectively to sooth children at times when they may be upset. In order to prepare children for their transitions into other early years settings and the Reception class in school, the childminder takes them out to groups where they explore new environments and socialise with other children and adults. The childminder manages behaviour with positive reinforcement in order to boost children's self-esteem. Young children begin to learn that some things are shared. She promotes children's independence well and she ensures that resources that meet the needs of children attending are easily accessible to them. Resources are safe and meet children's learning and development needs well.

Children play in a warm and welcoming environment. Admission information obtained from parents is thorough with regard to each child's individual care needs, and each child's

needs are well met. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected well because the childminder encourages them to be active and enjoy outdoor activities. They develop physical skills with the use of climbing, sliding and ride-on toys and equipment at home and at the park. Children eat healthy food and develop an ability to attend to their self-care needs. Children's welfare is addressed effectively because the childminder ensures that the environment is healthy and safe. She teaches children how to keep themselves safe. For example, they learn why they must sit on their small chairs properly.

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

The childminder successfully monitors the educational programmes to ensure that children make good progress. She offers children very good support. Quality checks and self-assessment lead to clear identification of targets for further improvement and in order to review and improve her practice the childminder welcomes advice offered by local authority development workers. She recently discussed her plan to achieve Early Years Professional Status with them. Her immediate plan for improvement is to develop further strategies for learning outdoors and to extend her questionnaire for parents. Resources promote children's learning well and they are maintained in a good state of repair. Required documentation is kept up to date and in good order.

The childminder ensures that the play environment is safe and secure. She is aware of her responsibilities with regard to safeguarding children. Necessary checks for family members have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Northamptonshire Safeguarding Children Board procedures.

The partnership with parents is exceptionally good. Communication between the childminder and parents ensures that each child's care and learning needs are very well met. Initial information on each child provided by parents is thorough and a daily communication book is used to ensure that parents are fully involved and work well with the childminder to meet children's different needs. Parents' views are valued and are used as part of the self-evaluation process in order to ensure improvement. Links with other early years providers are strong and ensure continuity for children. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them.

### **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>	EY452831
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	893502
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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