

## Inspection date

Previous inspection date

16/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- The childminder has appropriate ways of supporting children's behaviour. Consequently, they get along well together and are learning to share and take turns.
- Children form secure attachments with the childminder. This helps them to settle quickly and enjoy their time at the setting.
- Children spend plenty of time outdoors in the large garden. This means they are supported to develop healthy lifestyles.
- The childminder builds positive relationships with parents to keep them informed and involved in their child's care and learning.

### It is not yet good because

- The childminder does not make effective use of ongoing observation and assessment to ensure children make best possible progress.
- The childminder does not consistently provide opportunities to further develop children's independence skills. This does not maximise the progress made.
- There is scope to improve the effectiveness of self-evaluation in order to enhance the continuous improvement of the provision.

## 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 children during activities indoors and outdoors.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

## Inspector

Joanne Gray

## Full Report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and six years in a house in North Hykeham, Lincoln. The family has a dog as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, three 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 6.30pm, Monday to Friday, except bank holidays and family holidays.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

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

- support children's growing independence by allowing them to take more responsibility for their own self-care and safety, for example, giving them time to dress themselves and allowing them to take manageable risks in their play
- develop procedures for self-evaluation, in order to devise a clear and successful improvement plan ensuring that identified areas for development support children's achievement over time.

## Inspection judgements

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

The childminder has an adequate understanding of the Early Years Foundation Stage and makes observations of children's learning, which she records in their individual 'learning journey'. However, these observations not used rigorously enough to plan and shape

activities more accurately to reflect children's next steps in their learning. As a result, children are not always fully challenged in order to maximise their learning. Parents are informed about what their children are learning because the childminder displays photographs with her planning for them to see. In addition, she shares her resources so parents can extend their children's learning at home. For example, a set of 'cheeky monkeys' she has made and a rhyme to sing with them.

Children learn about similarities and difference between themselves and others because they have access to resources and books that reflect different families. The childminder also invites parents into her home to talk with the children about their own cultures and beliefs. Children's mathematical skills are extended by the childminder because she uses number names with the children as they play. For example, she counts the steps as they climb the slide. She also encourages children to sort bricks into different colours and uses mathematical language as they 'fill' and 'empty' the buckets with water. Children enjoy sharing books with the childminder and she supports their language development by talking about the pictures with them. She also repeats words back to toddlers and adds another word to model building sentences.

The childminder plans activities around children's interests so they are motivated in their learning, for instance, they begin to explore animals because they are interested in the childminder's dog. They find out what dogs like to eat and talk about their own dogs at home. Children enjoy playing with the pretend food in the kitchen and the childminder extends their imagination by joining in with their play. Children imagine they are the customer and fill their basket with their 'shopping'. The childminder introduces regular songs into children's play, for example, she sings a song with them as they wash their hands and as they hide in the tunnel outside. This means they are also learning to express themselves through music and rhyme.

Both children and toddlers concentrate for extended periods as they explore the properties of sand and water. The childminder encourages children to mix them together and asks open-ended questions to encourage them to think about what is happening. Toddlers develop their physical skills as they enjoy filling, pouring and moving water from one container to another. The childminder also provides an appropriate range of activities for children to practise their physical skills outside, for example, slides, bikes and balls. However, sometimes she is over cautious with toddlers and they are not given time to practise new skills. This means their progress is not always effectively challenged. Overall children are acquiring the skills necessary to prepare them for school.

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

Children are happy and settled in the childminder's home because she knows them well and has built attachments with them. She finds out about children's routines and what they enjoy doing before they start with her. This means their care needs are effectively met from the outset. Children's behaviour is well supported by the childminder because she consistently reminds them to share and 'be nice' to other children. They also have good manners because she encourages them to say 'please' and 'thank you' throughout

the day.

The childminder provides children with a healthy diet, for example, they have snacks of fresh fruit and cheese. Children make some choices about what they eat but the childminder makes sure all alternatives are reasonably healthy. For instance, children who do not want banana are offered a yoghurt instead. Children learn about the benefits of physical exercise because they spend plenty of time outside in the large garden. The childminder has a suitable selection of toys and resources that children can access themselves. Independence is further supported because she encourages them to carry out some of their own self-care tasks, such as washing their own hands before meals. However, there is scope to provide children with further opportunities to develop their self-care skills, for example, by dressing themselves and using their potty. Children are learning to keep themselves safe because the childminder explains why they need to be careful. For example she reminds children not to throw things as they tidy away 'or you might hurt someone'. However, sometimes the childminder is too quick to help children instead of supporting them to try things for themselves. For example, she lifts toddlers to the top of the slide instead of ensuring their safety as they try to climb themselves. This means they are not always supported to take manageable risks in order to reach their full potential.

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

Children are safe in the setting. The childminder has attended safeguarding training and understands the correct procedure to follow should she have any concerns about the children in her setting. Her home is safe and secure and risk assessments help to identify and minimise hazards. The childminder maintains appropriate records for attendance, medication and fire evacuation drills, to adequately promote children's safety overall. The childminder has a satisfactory knowledge and understanding of how children learn through play and first-hand experiences. She provides an adequate balance of child-initiated and adult-led activities that generally cover all areas of learning. However, she has yet to establish effective ways to use the information gathered about children's progress and check to make sure they are making best progress in all areas of learning.

The childminder is keen to continue her professional development and is looking for suitable courses to help her meet the needs of the children in her care. Some self-evaluation is undertaken by the childminder. For example, she considers what children like to do and makes resources for them or borrows them from the toy library. In addition, she has devised a questionnaire to find out the views of parents. However, self-evaluation is not effective enough to clearly identify the priorities for improvement that will support children's achievements over time.

The childminder has an adequate understanding of the need for partnership working. She develops positive relationships with parents and has various ways of sharing information with them to support children's needs. For example, she uploads photographs onto a

secure website and completes daily diaries for each child. She also establishes effective relationships with the other settings that children attend to ensure continuity in their learning. For instance, she seeks basic information about themes and topics children are learning about in school and plans activities to support these. The childminder is aware of the importance of working with other agencies where necessary to support children's care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY450677
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	891989
<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>	5
<b>Number of children on roll</b>	4
<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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