

Inspection date	16/04/2013
Previous inspection date	15/11/2010

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

- All children have fun in the warm and welcoming home where they participate in an interesting range of hands-on learning experiences. These are made purposeful by the engagement of the childminder and her assistant, who support children's active learning and critical thinking.
- Children with English as an additional language are fully supported by the effective steps taken by the childminder. This results in children feeling valued as they are integrated into the childminder's provision, where their understanding and use of spoken English is successfully promoted.
- Children's health and safety is effectively protected through the childminder's clear practices and procedures.
- The childminder works in partnership with parents, carers and other providers to promote continuity of care and learning for every child.

It is not yet outstanding because

- There is scope to maximise children's awareness of the world by increasing resources to help them to observe more closely the things they find, such as bugs and insects.
- Children's awareness of feelings and how to manage conflicting opinions for themselves, have yet to be fully explored through enhancing the range of resources and experiences children are exposed to.

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's play within the ground floor rooms and during outside play time. She also saw where children sleep.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation including planning, observation and assessment records and the childminder's self-evaluation.
- The inspector took account of the views of parents and carers through discussions during the inspection and through comments made on the childminder's most recent questionnaires.

Inspector

Melanie Arnold

Full Report

Information about the setting

The childminder was registered in 2010 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 in Lincoln, Lincolnshire. The childminder employs several assistants, however, only one of the assistants works with her at any given time. When working with an assistant the childminder increases the numbers of children she provides care for. The whole house is used for childminding, including the garden. Most care takes place on the ground floor and sleeping facilities are located on the first floor. The family has a tank of fish as pets.

The childminder attends toddler groups and activities at the local children's centre. She collects children from the local schools and pre-schools. There are currently nine children on roll, eight of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder also provides overnight care if and when needed.

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 more closely observe the things they find by enhancing the range of resources they freely access to more effectively promote their awareness of the world, for example, by including things like magnifiers and bug catchers
- enhance the range of resources and activities used with children to enable them to fully consider their own feelings, the feelings of others and how to successfully manage conflicting opinions for themselves.

Inspection judgements

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

Children have fun in the warm and welcoming environment, where they effectively learn through play. Activities are planned and provided in line with children's individual needs, abilities and interests. Observations are made in children's diaries and shared with parents on a weekly basis. This helps to keep them well-informed of their children's learning and development. The childminder continually refers back to guidance like the 'Development Matters in the Early Years Foundation Stage' to assess the progress each child is making.

She then uses this information to identify and plan for each child's next steps for learning. The childminder also skilfully engages in children's play, chatting and asking questions. This results in children benefitting from purposeful learning experiences where their active learning and critical thinking skills are promoted. For example, the childminder helps all children, including those with English as an additional language, to develop their communication and language skills. She does this through simple, yet effective activities like asking younger children to identify the name of the animal and the sound it makes when using books and puppets. The childminder also identifies the name of the animal in Polish for children who have English as an additional language, then reinforces what the word is in English. She continually does this during children's play and the daily routine, successfully promoting all children's language and communication skills.

Children's learning is promoted during outside play. They plant and grow flowers and vegetables, learning how to care for living things. Their physical skills are promoted as they climb up the steps to the slide and play football. Their skills are further supported as they learn how to throw and catch the ball. A child then finds a large snail, which all children soon show an interest in. They all search the garden for more insects and bugs and soon find a spider and ladybirds. Children explain the ladybird is red and has spots. However, further learning experiences or accessible resources to enable children to more closely observe the things they find, like magnifying glasses and bug catches, have yet to be continually provided to maximise children's learning during these experiences. Children's mathematical awareness is promoted during everyday activities, routines and discussions. For example, the childminder counts 1,2,3 as she gets a toddler down from their chair at snack time. This informally introduces the child to numbers and simple counting. A discussion with an older child, about their shorts, helps children to develop their awareness of size as the childminder asks if the shorts will fit her. The child correctly identifies they will not fit the childminder as she is too big. Children have free access to drawing and writing materials, which enables them to develop their early writing skills.

Children have fun exploring and developing their creativity as they engage in messy play experiences. Their personal and social skills are promoted as they are encouraged to play cooperatively with their peers. However, although children are supported to learn how to behave, there is scope to provide more specific experiences and resources to extend children's awareness of emotions, feelings and how to manage conflict for themselves. Overall, children are successfully provided with the skills needed to support their ongoing progress and development when they start school.

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

Children's individuality is respected and valued in line with their backgrounds and beliefs. This is because the childminder works effectively with parents, gathering and exchanging clear information to ensure each child's specific needs are met. Photographs of children's families are displayed within the setting, creating an environment where they feel safe and secure. When a child becomes a little unsettled, they approach the photograph of their family and say 'mummy'. The childminder is then able to comfort the child by explaining mummy will come soon. This helps to reassure the child as they find comfort in seeing this photograph. Children develop secure emotional attachments to the childminder and her

assistants. As the childminder is the main carer for all children, some of them do form close bonds to her. These children feel a lot more secure and confident when they are in close proximity to the childminder and she respects this and provides them with the reassurance they need to continue playing.

Children like playing with their peers and they are beginning to play more cooperatively together. Their good behaviour is promoted through positive reinforcement, with the childminder encouraging children to think about their actions during 'thinking time' if they display any unwanted behaviour. However, there is scope to maximise children's learning by helping them to develop the skills needed to solve conflicts for themselves. Children's awareness of how to stay safe and be healthy is promoted through the childminder helping them to learn to respect and adhere to her secure boundaries. The daily routine and hands-on learning experiences also contribute to the promotion of children's good health and safety. For example, children benefit from nutritious meals and snacks, with their awareness of healthy eating actively promoted when they plant and grow their own vegetables in the garden. When climbing up the steps to the slide, they are closely observed by an adult who helps them to learn that, to stay safe, they must hold onto the hand rails. Children engage in daily physical play experiences delivered through indoor and outdoor play. This helps them to learn about the importance of physical exercise as they stay fit and active. All of this lays a secure foundation to promote children's continued learning and development when they transfer to a new setting or school.

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

The childminder has a clear understanding of her role and responsibilities, ensuring she meets the requirements of the Early Years Foundation Stage. For example, she maintains the required adult to child ratios, increasing the number of early years children she provides care for only when working with an assistant. The home is securely maintained and well-organised, creating an accessible space where children effectively learn through play. Children's health and safety is protected through the childminder's robust practices and procedures. For example, clear outings' procedures are followed to ensure children remain safe and well-cared for when they are away from the childminder's home. Safety precautions inside, like booster seats being securely attached to kitchen chairs, which children are then strapped into, also help to protect children's well-being. Children are constantly supervised and the childminder or her assistant always open and close the main door when children arrive or leave. This helps to prevent anyone leaving the premises unsupervised. The childminder continually risk assesses all areas used by children to ensure they are safe and suitable for use. She also evaluates the needs and abilities of children being cared for and takes appropriate action where required to limit potential hazards. For example, the childminder helps children to respect her clear boundaries of not climbing up the stairs. If children lack understanding of this and begin trying to climb the stairs, the childminder takes immediate action to minimise the potential risk by attaching a stair gate at the bottom of the stairs. Children are further safeguarded because the childminder has a good understanding of child protection procedures.

The childminder works closely with her assistants to meet children's needs. She notifies

Ofsted of any person working with children, which ensures suitability checks are carried out. The childminder also obtains her own reference checks for each assistant and ensures they all complete safeguarding and paediatric first aid training. This ensures children are cared for by suitable adults who promote and protect their well-being. Appraisals are completed on everyone working with children, which ensure everyone continues to have the skills needed to provide good standards of care and learning for all children. For example, the childminder has proactively started to learn Polish, enabling her to effectively support and value children who speak this language.

The childminder works closely with parents, carers and other providers to promote the inclusion of all children and to ensure a consistent approach to their ongoing care, learning and development. Information is continually shared and exchanged between the childminder and parents through the use of a diary, which includes daily care routines and observations of their interests and progress. Improvements have been made since the last inspection to enhance children's care and learning experiences. For example, the outside environment is well-resourced and provides children with opportunities to engage in play experiences covering all areas of learning. The childminder now continually monitors and evaluates her provision, including the educational programmes, to ensure all requirements are met. She uses questionnaires to seek parents' views on the service she provides, which provides her with a good overview of her provision and leads to the identification of targets for future development. Therefore, children benefit from a continually improving provision where their needs are effectively met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY410387
Local authority	Lincolnshire
Inspection number	912985
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	15/11/2010
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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