

Inspection date	17/04/2013
Previous inspection date	28/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Children form secure attachments with the kind and caring childminder, which enables them to settle well in her care.
- Children are cared for in a safe and welcoming environment, where they feel confident to explore the toys and resources.
- The childminder is committed to attending training, in order to improve her knowledge and extend the experiences children have in the setting.

It is not yet good because

- Assessment of children's learning is not used as an effective tool to inform planning or to enable parents to contribute to their children's development by sharing their observations from home.
- Children have limited opportunities to visit local places of interest to find out about and explore the environment.
- Children have fewer opportunities to broaden their sensory experiences and explore and experiment with colour and texture.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed activities taking place in the lounge.
- The inspector looked at children's observation and assessment records, self-evaluation form, welfare records and a range of other documents.

Inspector

Carly Mooney

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11 and two years in a house in Boston, Lincolnshire. The childminder's husband is also her assistant. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The childminder visits the park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 11 children on roll, 10 of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 5am to 6pm, Monday to Saturday, except bank holidays and family holidays. She is a member of the Professional Association of Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure ongoing assessment is used as an effective tool to inform planning and shape learning experiences for each child. Encourage parents to share observations of their children's learning at home to use as part of the assessment procedures.

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

- develop children's opportunities to enhance their sensory experiences, for example, by increasing the range of media and materials to explore colour and texture
- improve the educational programme for understanding the world by ensuring that young children's interest in their environment is encouraged, for example, by taking them on outings in the local community.

Inspection judgements

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

The childminder has a sufficient understanding of how children learn and provides a suitable range of toy and resources that promote learning. For example, building bricks and role play equipment. She is aware of children's immediate needs and interests and can talk freely about them as individuals. For example, their favourite activities and food

preferences. The childminder observes children in their play. She uses photograph evidence and keeps a descriptive account of the activities that have taken place, which she links to the early learning goals. However, she is not currently assessing or tracking children's progress effectively, so that the planning of activities is tailored more closely to individual needs. Despite this, children are happy and engaged and the childminder supports their play, getting down to their level, offering care and attention to support their emotional well-being. Parents are encouraged to view their children's learning journey and comment about their progress. However, there are fewer opportunities for parents to share their children's learning from home to use as part of the childminder's observation and assessment procedures within the setting. Therefore, their progress is not as effective as possible.

Children are confident talkers in their home language and are increasing their vocabulary of English words due to the encouragement given by the childminder. This prepares them well for their next stage in their development, such as starting school. Although, she speaks mainly in English to minded children, the childminder is confident to communicate some words she has learnt in children's home language to support their needs. For example, when they need the toilet or to wash their hands. Everyday activities support children's counting skills and resources, such as a cash register, which allows young children to become familiar with numbers in their play. Children learn about colours as they are encouraged to talk about the colours they are using when drawing their picture. They show good imagination as they describe what they have drawn to the childminder's assistant.

Children visit the park to encourage their physical development and on some occasions, shops in the town. However, they have limited opportunities to explore the community as a whole or visit places of interest to broaden their learning experiences and increase their knowledge of the environment. Children have suitable resources to help them to develop an interest in technology and enjoy playing games and watching children's cartoons on a tablet. They participate in art and craft activities, such as making cards for different occasions and painting and create with play dough. However, there are fewer opportunities for children to broaden their sensory experiences and explore and experiment with a range of colour and texture. Children's understanding of valuing and respecting others is supported through their play with suitable resources, such as play figures from around the world that promote their own culture and that of others.

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

Children are happy and settled in the childminder's home and confidently help themselves to toys and resources in the lounge. They have formed warm and positive relationships with the childminder and her husband, who works alongside her as an assistant. For example, they enjoy looking at books together and giggle when gently being tickled. Events, such as children's birthdays, are fully celebrated in the setting, which helps children gain a true sense of belonging. The childminder gathers sufficient information from parents at the start of the child's placement, so that she can provide a suitable environment that reflects children's likes and dislikes. Space is organised effectively, so that children can play, eat and rest comfortably. Children also attend other settings and a

daily diary from the pre-school is shared between both settings and the parents, to support children's well-being and transitions.

Children behave appropriately for their age and through the childminder's calm and consistent approach are beginning to learn to play cooperatively together. They welcome her praise and encouragement when they do well, for example, after drawing a picture, which instils confidence. Children are encouraged to think about their own safety through their behaviour. For example, they are gently reminded not to lean back on their chair when eating their snack in case they fall. Children follow suitable hygiene procedures, such as washing their hands before eating and use paper towels to prevent the spread of infection. A range of healthy home-cooked meals and snacks are provided by the childminder and children have constant access to fresh drinking water to control their own thirst. Children have daily access to the garden for fresh air and a suitable range of activities, such as sand and water play.

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

The childminder has attended training on the revised Statutory Framework for the Early Years Foundation Stage and has a sufficient understanding of the learning and development requirements that underpin children's learning. However, her systems for observation and assessment and the monitoring of what children can do are not yet secure. This means that activities are not always planned to enhance individual children's development effectively. However, the childminder does demonstrate a clear commitment to improving her practice through ongoing self-evaluation and has identified a number of training courses to attend, including a two day special educational needs coordinator course. Positive relationships have formed with all parents and the childminder speaks to them on a daily basis about their child's day. They speak well of the childminder, praising her communication skills and reliability. The childminder does not currently need to liaise with outside professionals regarding any children in her care but is knowledgeable regarding working together to support children's progress should the need arise.

The childminder has a sound understanding of the safeguarding requirements and has a range of policies and procedures in place to support children's well-being, which are shared with parents. All adults within the setting, including her assistant, have undertaken suitability checks. Both the childminder and the assistant have a current paediatric first aid certificate, so they can deal effectively with minor injuries. Suitable procedures are in place to ensure that children play in a safe and secure environment, including thorough risk assessments of the premises. Documentation, such as an attendance record, which supports children's safety and welfare, is appropriately maintained.

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
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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	EY407836
Local authority	Lincolnshire
Inspection number	908715
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	11
Name of provider	
Date of previous inspection	28/11/2011
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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