

<b>Inspection date</b>	10/04/2013
Previous inspection date	03/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 have fun as they participate in an interesting range of hands-on learning experiences, which are planned around their developmental needs and interests. This results in children making good progress.
- The childminder works closely with parents, other providers and outside agencies to ensure every child is supported and their individual needs are met. This results in children feeling settled and secure in their childminder's care. It also results in children benefitting from continuity of care and learning.
- The childminder encourages older children to discuss what they are writing and drawing in a floor book. They use their imagination as they draw pictures and they develop their early writing skills as they make marks, with some children also beginning to write recognisable letters. This helps them to develop the skills needed for starting school.

### **It is not yet outstanding because**

- Children's communication and critical thinking skills are not always consistently maximised by the childminder. This is because when she questions children she does not always provide them with enough time to think about and respond with their own answers.
- The organisation and use of indoor and outdoor space and resources is not yet highly stimulating and used to maximise children's learning in all areas.

## 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 and care routines in the ground floor playroom and outside play area. She also conducted a joint observation with the childminder.
- The inspector spoke with the children, the childminder and assistant during the course of the inspection.
- The inspector looked at planning, observation and assessment records, as well as other relevant documentation, including the childminder's self-evaluation.
- The inspector took account of the views of parents through written information included in the self-evaluation and through discussions with parents during the inspection.

## Inspector

Melanie Arnold

## Full Report

### Information about the setting

The childminder was registered in 2007 and moved new premises in 2013. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband, who is also a registered childminder, and their two children aged 11 and nine years in Cherry Willingham, Lincolnshire. She also works with assistants. A designated room on the ground floor is provided for childminding, with toilet and kitchen facilities available for use in this area. There is also a rear garden used for childminding. The family has a pet rabbit.

The childminder collects children from the local schools and pre-schools. There are currently 34 children on roll, 30 of whom are in the early years age group. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except Bank Holidays and family holidays. 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:

- evaluate the already good use of space and resources, both inside and outside, to fully ensure children benefit from a highly stimulating environment which maximises their learning in all areas
- extend children's communication and critical thinking skills by giving them 'thinking time', for example, by waiting for them to think about what they want to say and to put their thoughts into words.

## Inspection judgements

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

Children are happy as they play and socialise with their peers. They have lots of fun as they freely access a good range of developmentally appropriate toys and resources which meet their needs and promote their development. The childminder has recently moved to new premises, and as such she is continuing to monitor the set up of her already good use of space and resources. This is with regard to fully ensuring the indoor and outdoor environments are highly stimulating and used more effectively to maximise children's learning experiences in all areas. Children engage in lot of hands-on learning experiences, which are planned around each child's specific needs and interests. Ongoing observational

assessments, which parents are actively encouraged to contribute to, monitor children's progress within the seven areas of learning. They are also used to identify and plan for children's next steps for learning. Children's learning files are shared with all parents and a specific progress check at age two is also compiled and shared with parents at this age. This helps to keep parents well informed of their child's progress and development. The childminder works closely with parents when children are not making expected levels of progress, and with their agreement she seeks external support and guidance from outside agencies. This ensures these children receive targeted support, enabling them to make progress. As a result, every child achieves to their full potential.

Children chat and communicate generally well with their peers and with other adults. The childminder questions children during their play to provide challenge. For example, when singing number rhymes the childminder asks older children to count how many monkeys there are initially and to then identify how many are left during the song. Children correctly count their fingers to establish the correct answer. However, the childminder does not always provide children with enough time to think about what she has asked them so that they can fully consider their own reply. This results in opportunities to extend children's communication and critical thinking skills sometimes not being fully maximised. During the singing activity, the childminder provides a baby with a musical instrument, which they enjoy shaking and listening to the noise it makes. Older children request to also have an instrument, and the childminder provides these for all children. They then enjoy playing their instruments as they sing, expressing their creativity. The childminder uses sign language with all children, which they quickly learn to pick up. This enables children with little or no language skills to communicate their needs. For example, when the childminder asks a toddler, who does not yet talk, if they would like some more food, the toddler makes their needs known as she uses the sign for please. Older children also develop their creativity as they draw pictures in a 'floor book'. They freely choose what they would like to draw, with some children drawing pictures, others making marks and a few children showing skills as they begin to write recognisable letters. Each child is then encouraged to discuss and explain what they have drawn. This again helps children to develop their communication skills as well as their early writing skills. It also provides key opportunities for children to develop the skills needed for starting school.

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

The childminder works well with parents and carers, developing effective channels of communication. This results in the constant exchange of information, enabling children to feel settled and secure in their surroundings. It also results in the inclusion of all children as the childminder works with parents and outside agencies to meet children's specific healthcare needs. As the childminder works with a co-childminder and several assistants, each child is assigned a key person who works closely with their key children to ensure their needs are fully met. Parents confirm that the childminder spent lots of time with them when their children first started at her provision. This effectively contributed to them developing confidence to leave their children in the care of the childminder and her team. Children show they feel emotionally secure as they develop secure attachments to the childminder. For example, she responds to younger children's emerging needs as she carefully lays them down in the comfy baby area when they begin to fall asleep at the

dinner table. Each child sleeps in line with their home routines, with older toddlers therefore being soothed to sleep after lunch.

Children feel safe as they confidently explore and select their own play resources. They socialise with their peers as they begin to interact and play cooperatively together. Older children show care and consideration as they help their younger peers. For example, when washing their hands, an older child passes the younger children towels to dry them. Meal and snack times are a social occasion, where children sit and chat to their friends and to the childminder. One child is chosen to be a helper and they help to set the table for their friends. This encourages and promotes children's good behaviour, as they develop into kind, considerate individuals.

Children's health and well-being is promoted through the provision of healthy meals and snacks. The childminder also actively reinforces and discusses the importance of children developing good health and hygiene practices during the daily routine. Children engage in lots of physical indoor and outdoor play experiences, which helps them to be fit and active. All of this contributes to children learning how to maintain their own health. Children's awareness of safety is also promoted through play and discussions. For example, when a child nearly slips after running inside, the childminder reminds them that this is why they must walk inside as they may fall and hurt themselves. The child then slows down and continues to walk carefully while inside.

Transition arrangements for children's move to pre-school and school are well established. Information concerning children's progress is passed onto the child's new setting, providing them with a clear starting point on which they can build. The childminder also attends transition cluster meetings with other provisions and she visits the child's new school with them if their parents are unable to do so. This enables her to develop clear links with local schools. All of this helps children to develop confidence for the next big step in their life, such as starting school.

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

The childminder works closely with her assistants and co-childminder, taking overall responsibility for the running of the whole provision to ensure requirements are met. Clear policies and procedures are used well by the childminder to safeguard children and promote their welfare. For example, the childminder ensures she notifies Ofsted of any new assistants so that all relevant checks are undertaken to ensure their suitability to work with children. The home and garden are securely maintained, preventing children from leaving the setting unsupervised and any unauthorised people from entering the setting. Children are constantly supervised, and clear outings procedures are followed to ensure children's health and safety is protected at all times. All areas used by children are safe and suitable as the childminder conducts risk assessments to ensure potential hazards are minimised. She holds a current first aid certificate and she has a good knowledge of child protection procedures, which results in children being safeguarded.

Improvements have been made since the last inspection, with the childminder now using

a secure system of self-evaluation to monitor and evaluate her practices and procedures. This includes seeking the views of all users, providing her with a good overview of the effectiveness of her whole setting. This results in clear targets for future development being identified, ensuring the requirements of the Early Years Foundation Stage, including the educational programmes, are being fully met. Effective partnerships with parents, outside agencies and other providers result in children benefitting from continuity of care and learning. Parents receive lots of information to keep them well informed of their children's daily care and their ongoing progress. This includes newsletters, daily discussions, notice board displays and accessible policies and learning files. Parents express that their children are well cared for and their individual needs are met. They confirm children are safe in the friendly environment and that their children are always happy when they collect them.

### **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>	EY350381
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	912331
<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>	34
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/11/2008
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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