

Inspection date	11/04/2013
Previous inspection date	13/01/2010

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

- Children's learning and development is well fostered because the childminder is knowledgeable, and maintains a well organised, safe and stimulating environment.
- Children settle well and remain happy and content in the setting, because the childminder has established strong, stable routines which are flexible and meet children's needs.
- Children are fully supported by the childminder, because of her established links with schools, nurseries and other agencies.

It is not yet outstanding because

- The childminder has not fully considered ways in which to help children learn about emotions and how people in the community support society.
- Opportunities to fully involve parents in the planning for their child's learning have not been fully explored.

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 the childminder and the children as they played and interacted with each other.
- The inspector viewed various documents, including policies and procedures, children's learning books and personal registration forms and contracts.
- The inspector spoke to children and parents, taking their views into account.
- The inspector discussed various aspects of policy and practice with the childminder.

Inspector

Janice Caryl

Full Report

Information about the setting

The childminder was registered in 1996. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with her husband who is also a registered childminder. They live with their two adult children, in a house in Wigton, Cumbria. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding.

The childminder attends a local playgroup and visits the shops, library and park on a regular basis. She collects children from the local schools and nurseries.

There are currently 15 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children with special needs and/or disabilities. She 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:

- extend opportunities to support children's learning around feelings and emotions and about people in the community that help society. For example, provide books, stories and puppets that complement existing resources and strategies.
- develop further opportunities to learn from parents what their children do at home and involve parents more in the planning of activities for their child.

Inspection judgements

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

The childminder has a good understanding of the three prime and four specific areas of learning and development. Consequently, activities and experiences ensure children receive a broad and balanced programme of activities, ensuring they are ready for their next steps in learning and are supported in their transitions to nursery and school. Children's interests are taken into consideration when planning activities, and there is a good balance of child-initiated and adult-focused activities. As a result, children are motivated to access resources that excite and stimulate them, and persevere to achieve an end result. For example, children complete inset puzzles and jigsaws, asking for help when necessary. They show pleasure and satisfaction on completion of the puzzle, and are suitably praised by the childminder, which supports them in developing self-confidence

and a desire to continue.

Children play with the ambulance and police car, enjoying the sounds they make and watching the lights flash. The childminder talks with them about the role of the police and ambulance personnel. However, opportunities to develop children's understanding of others in the community that support society, and to reflect on children's feelings and emotions, are not fully explored. Children's development of communication and language is fostered well as the childminder skilfully observes and responds to younger children as they play, babble and make sounds. Children are supported in developing muscle control because the childminder enables them to freely explore the environment, and provides a wide variety of materials that support physical development, such as writing materials, construction toys and outdoor climbing equipment.

Children's progress is monitored well through observations and assessments that state how well the child is developing. Children's starting points on entry to the setting are included in 'all about me' books. These identify how the childminder supports children in their next steps in learning and development; consequently, any gaps in children's learning are identified and appropriate interventions put in place, if necessary. Daily information is recorded in children's 'day books', and activities to promote children's learning and development are relayed to parents. However, opportunities for parents to play a more active role in their child's learning have not been fully explored. For example, parents are not invited to share information regarding children's lives and experiences from home to enable the childminder to incorporate this into her planning.

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

Children are happy and content in the setting and develop a sense of well-being. This is because the childminder has established strong attachments and relationships with all children and their families. Children are confident as they explore and access areas for play. They have the choice to play inside or outside, and they learn to manage risk and plan their own flexible play opportunities. The childminder works in partnership with her husband and co-childminder. As a result, children are kept safe through effective supervision, as they choose areas in which to play. The childminder promotes positive behaviour through clear and consistent guidelines, meaning children learn the differences between right and wrong.

Children are kept safe in an environment where hazards are kept to a minimum. The front of the house is secure, preventing children from leaving unaccompanied; safety gates prevent access to unsafe areas; and equipment, such as the sand pit, are securely covered to ensure it is free from debris. Children receive a variety of healthy snacks, such as cheese, raisins and breadsticks. Lunches are home cooked and nutritionally balanced, ensuring children receive a healthy diet. The childminder promotes physical exercise on a daily basis. Children have access to climbing frames, bikes, trucks and balls outside. Children enjoy music and dance daily where they can hop, bend and stretch, helping them learn about their bodies, and the importance of exercise and movement. Children regularly walk into the town or visit local farms to see animals. These experiences enable children to benefit from fresh air and exercise, and also promote their learning in different areas.

For example, children develop their communication and language, as they engage in conversation with the childminder about what they see and recognise and name the animals.

Children confidently approach the childminder for help and support. They talk about their experiences and share their likes and dislikes. Children's transitions to other settings are fully supported because they develop a sense of familiarity as the childminder visits playgroups and attends social events at nearby schools and nurseries.

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

The childminder's knowledge and understanding of the revised Early Years Foundation Stage is secure. She understands the differences between the prime areas and specific areas of learning and development and plans an effective educational programme to support children in their learning. The environment is well organised and available resources ensure that children can freely access them, according to their needs and interests. As a result, children are active in their learning and motivated to explore and satisfy their curiosity. Assessments are based on children's starting points, and appropriate interventions put in place to ensure the needs of all children are met. The childminder works closely with her co-childminder, to ensure that adaptations to the environment enable all children can access areas suitable to their age and developmental needs. This means that all children can access resources independently and safely.

Safeguarding of children is good because the childminder ensures she is fully trained in all aspects of child protection, first aid procedures and food hygiene awareness. As a result, children play and learn in an environment that protects them, and keeps them safe from harm. Policies and procedures are clear and well written, and the effective implementation of these mean that the management of the setting is safe and efficient, ultimately benefitting children and their families. Self-evaluation is good as the childminder identifies her strengths and reflects on areas of improvement. As a result, children receive education and care in a high quality learning environment.

The childminder has established strong relationships with parents and carers. They are kept fully informed about their children's learning and development. They remark on how well their children are doing in this homely and welcoming environment. The childminder invites parents and carers to make comments in children's 'day books'. The relationships with other agencies, nurseries and schools are strong as the childminder attends meetings, functions and playgroups on a regular basis. As a result, children are supported in their learning, development and emotional well-being as transitions become seamless.

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

Unique reference number	317234
Local authority	Cumbria
Inspection number	872017
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	13/01/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

