

Inspection date	13/05/2013
Previous inspection date	08/12/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 spend lots of time outdoors, regardless of the weather. This means, they have good opportunities to develop their physical skills and are supported to develop healthy lifestyles.
- The childminder finds out about children's care needs and routines before they start at the setting. Therefore, they are happy and settled and quickly develop attachments with her.
- The childminder is committed to continuous professional development in order to meet the needs of the children in her care.

It is not yet good because

- Educational programmes are not used to full effect to offer personalised learning opportunities based on children's next steps in their learning. This does not maximise progress made.
- The use of mobile telephones and cameras in the setting has not been considered in safeguarding procedures.
- Toddlers are not always provided with new and unusual materials for them to explore and investigate.

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 looked at children's assessment records and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Joanne Gray

Full Report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 12, nine and three years in a house in Lincoln.

The childminder attends activities with the children she cares for 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 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for 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:

- improve the educational programmes to offer more personalised learning opportunities for children in line with their individual next steps of learning. Ensure that activities consistently offer sufficient challenge, in order to build on children's full capacity to learn
- ensure the appropriate use of mobile telephones and cameras in the setting is included in the procedure to safeguard children, and that this is clearly explained to parents, carers and others.

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

- extend children's involvement in activities by providing something that is new and unusual for them to explore and investigate. For example, consider providing a collection of sets of natural or recycled objects that they can empty, fill, sort and combine.

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 how children learn through play and first-hand experiences and provides a suitable selection of child-initiated and adult-led

activities to support their development in all areas of learning. She also makes sound assessments of their abilities and progress towards the early learning goals. However, she has not yet considered how she can use these assessments to plan and shape learning experiences more accurately for individual children. As a result, children are not always fully challenged in order to maximise their learning. The childminder supports parents involvement in their children's learning at home because she shares her observations with them and encourages them to observe their children at home.

Children are developing a love of books and enjoy choosing books and sharing them with the childminder. She extends their interest and concentration by reading to them with a lively tone of voice and encouraging them to press buttons and lift flaps. The childminder supports their language development as she repeats words back to them, pronouncing them correctly. Children are developing early counting skills because the childminder reads number rhymes to them and counts out loud as they complete domestic tasks together. For example, she counts the pegs as toddlers put them in the peg bag. They also learn about the weather as she tells them they need to take the washing in because it might rain soon. The childminder further supports children to develop their understanding of the world as she takes them for walks in the local area. For example, they feed the ducks in the park and look at animals in the pet shop. They also learn about other people and their surrounding community because they attend groups in the nearby children's centre. This also means children are getting used to being among larger groups of children in preparation for their transition into school.

Children have plenty of opportunity to practise their physical skills as they play in the garden. For instance, they climb the steps, enjoy throwing balls and chasing them, and enthusiastically mow the grass with a pretend mower. The childminder further promotes the development of toddler's imagination skills by joining in with their play and showing them how to feed the dolls. Children enjoy making marks in play dough with a variety of tools and concentrate well as they explore the texture. However, toddlers who have an interest in exploring small objects are not always provided with new and unusual materials for them to investigate. For example, recycled boxes, lids or natural objects. This means that they are not always supported to become thoroughly engaged in their learning.

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

The childminder is caring and attentive so children develop secure emotional attachments with her. She makes sure she finds out from parents, all she can about children's routines and what they enjoy doing before they start. This means their care needs are met effectively from the outset. Discussions with parents are ongoing, and the childminder uses individual daily diaries to ensure routines and care plans are updated and adapted as needed.

Children's health and welfare is promoted because the childminder's home is clean and well maintained. The childminder enjoys spending time outdoors with the children, regardless of the weather. Therefore, children are learning about the benefits of physical exercise. They are also provided with a healthy diet and the childminder encourages them

to try new foods. For example, she supports children to try fresh orange segments by eating them herself first. This means they are learning about the importance of healthy eating.

The childminder has a suitable selection of toys that are easily accessible to children. This means they can choose what they want to do and are becoming independent learners. Children are learning to keep themselves safe because the childminder reminds them to be careful as they try and negotiate the steps outside. In addition, they begin to take appropriate risks as the childminder does not rush to help them straight away. Children's self-esteem is developing because the childminder gives them plenty of praise and encouragement during their play. For example, they smile when she tells them 'well done' and this also encourages them to persevere in their learning.

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

Children are adequately safeguarded because the childminder has completed relevant training and knows the correct procedures to follow should she have any concerns about the children in her care. She is also aware that she needs to carry out enhanced criminal records checks and barred list checks on all adults living on the premises. However, she has not considered the use of mobile telephones and cameras in her safeguarding procedure to further protect the children in her care.

The childminder has established appropriate relationships with other childminders and national supporting organisations. This ensures she keeps abreast of ongoing changes and can share good practice with them. She is also committed to her continued professional development and has successfully obtained a level 3 qualification to support her in meeting the needs of the children in her care. The childminder uses self-evaluation to consider ways to improve the service she provides. For example, she reviews the toys and resources she provides and asks parents for their comments about her provision. The childminder uses the guidance document Development matters in the Early Years Foundation Stage to help her assess if the children she cares for are progressing well for their age. These assessments also enable her to ensure that she is covering all seven areas of learning through the activities and resources she provides.

The childminder establishes positive relationships with parents. For example, she actively seeks information from them about children's care, learning and development in order to provide continuity of care. The childminder does not care for children who currently attend another childcare setting. She is, however, fully aware of the need to work in partnerships with other providers of the Early Years Foundation Stage to ensure there is continuity in children's learning between each setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)
Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the appropriate use of mobile telephones and cameras in the setting is included in the written procedure to safeguard children, and that this is clearly explained to parents, carers and others (compulsory part of the Childcare Register)
- ensure the appropriate use of mobile telephones and cameras in the setting is included in the written procedure to safeguard children, and that this is clearly explained to parents, carers and others (voluntary part of the Childcare Register).

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	260524
Local authority	Lincolnshire
Inspection number	893109
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	08/12/2009
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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