

<b>Inspection date</b>	05/06/2013
Previous inspection date	05/11/2009

<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 enjoy their time in the childminder's care and have formed secure attachments. She values children highly as individuals and warmly welcomes them into her home.
- Children benefit from regular outings to a variety of indoor and outdoor local resources, which extend and enhance their learning experiences.
- The childminder has a good understanding of children's individual stages of development and provides fun activities which help them make progress through all areas of learning.
- Positive relationships with all parents have formed and a regular exchange of information keeps them aware of their children's care and learning at all times.

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

- There is scope to improve children's opportunities to see print in their environment and develop an understanding that print carries meaning.
- Children have less opportunity to learn to appreciate their own and each other's beliefs and cultures during their play.

## 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, kitchen and dining room.
- The inspector looked at children's observation and assessment records, welfare records and a range of other documents.

## Inspector

Carly Mooney

## Full Report

### Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her daughter aged five years in a house in Grantham, Lincolnshire. The whole of the ground floor, upstairs bathroom and an enclosed garden are used for childminding.

The childminder attends a toddler group and activities 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 11 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder has a level 3 childcare qualification and provides funded early education for three- and four-year-old children. She operates all year round from 7.30am to 7.30pm, 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 further improve the quality of the early years provision the provider should:

- develop children's interest in print in the environment by increasing the use of names and labels in the setting
- further incorporate the cultures and beliefs of children into the setting through extending resources, celebrations and experiences.

## Inspection judgements

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

Children have good opportunities to learn and develop as the childminder supports children well during activities. For example, she reinforces children's colour recognition during a painting activity. They are settled and at ease in the childminder's care and explore her home and garden confidently and independently to access the resources. The childminder provides a good balance of adult-led and child-initiated activities and demonstrates a clear understanding of children's individual learning needs and interests. For example, she provides simple cutting activities for young children who show an interest in using scissors. Clear systems for observing and assessing children's progress have been implemented and provide a comprehensive account of children's development.

She ensures children's progress is tracked so that gaps in learning are not missed and has recently implemented a computer tracking system to further support this. This ensures children are well-prepared for their next stage of learning, such as starting school. The childminder talks regularly with parents to discuss their child's progress and shares their learning journey on a regular basis.

The childminder talks to children during activities to help develop their communication and language skills. She repeats words for reinforcement and encourages young children to communicate their wants and needs through speech. For example, young children are encouraged to say the colour of the paper they would like for their painting rather than pointing. Some books are available for children and they know where to access them. However, children have less opportunity to fully develop an interest in print in their environment and understand that words carry meaning, as the childminder has not fully explored the use of names and labels in her setting. Counting is supported well during everyday activities. For example, children enjoy counting the steps with the childminder as they walk down the stairs and count the number of bounces on the trampoline.

Children spend quality time at local groups for interaction with their peers and visit places of interest, such as a local National Trust property, the cinema and local nature parks to extend their learning experiences. Children enjoy a range of creative and sensory activities, such as, painting and water play and are provided with good resources to suit their age and stage of development. For example, she provides children with different sized painting brushes. A suitable range of resources are in place to help children gain awareness of the diverse society in which we live and they celebrate some beliefs and traditions, such as Chinese New Year. However, although the childminder recognises the backgrounds of the children's she cares for, she has not given full consideration into how she might further embrace their own beliefs and cultures into their play.

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

The childminder warmly welcomes children and their families into her home, helping to promote their sense of security and belonging when in her care. She helps children to settle by ensuring she gathers good information from parents so that she has a clear understanding of their individual routines and interests. Ongoing communication is effective so that the childminder always has current overview of children's interests, care needs and preferences. Children show that they feel comfortable in the childminder's care as they welcome her interaction in their play and call her by name when they need her. The childminder understands the importance of sharing information with other settings children attend to promote their well-being and ensure that learning needs are met. She has developed good relationships with the local pre-school and teachers at the primary school in order for her to do so effectively.

Space in the home is organised well so that children are able to play, eat and rest comfortably. They move freely to access the toys and resources and show they are familiar with routines, such as putting on shoes and coats for outdoor play and having clean hands to eat their lunch. The childminder acts as a good role model in the calm and

consistent way she approaches behaviour management. She gently reminds children about sharing so young children learn to play together cooperatively. She explains how their own behaviour can impact on their safety. For example, she reinforces that standing on top of the slide instead of sitting means they may fall and hurt themselves. Children welcome praise and encouragement from the childminder during activities, which instils confidence and self-esteem. Children are learning the importance of road safety as the childminder uses appropriate strategies to reinforce the importance of following her well-established safety procedures while on outings.

A range of healthy foods provided by the childminder to meet children's nutritional needs well and they grow foods, such as tomatoes in the garden to promote a healthy lifestyle. The childminder's garden is used well to support learning. For example, children access a chalk board for drawing and young children are provided with good physical challenge, as they work hard to turn the pedals on a bike in order to move across the patio. Children visit local parks on a regular basis to further support their large physical development.

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

The childminder has worked hard since her last inspection to develop her childcare business and has obtained a level 3 childcare qualification, and she now offers government funded early education places for children. She demonstrates a clear commitment to further improving her practice and has a secure understanding of the learning and development requirements. The childminder enjoys attending training which enables her to improve further on her already good knowledge and skills. For example, she has recently attended a speech and language course and special educational needs awareness day. Relationships with parents are positive and provide a good contribution to meeting children's needs. Parents are well-informed about their child's day through verbal discussions and parents comment about the lovely things their child has made with the childminder, such as Mother's day cards. 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.

Children are safeguarded effectively in the childminders care due to her good knowledge of the procedures to follow in the event of any concerns. A range of policies to safeguard children and promote their well-being are shared with parents and child protection training has been completed to an advanced level. Suitability checks are carried out on adults within the home and children are never left alone with people who are not vetted. The childminder is vigilant regarding safety and completes regular risk assessments of both the home and outings to ensure children are kept safe whilst in her care. Record keeping is thorough and records, such as a daily register are maintained appropriately to support children's safety and welfare.

### **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

<b>Unique reference number</b>	EY379646
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	921600
<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>	5
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/11/2009
<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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