

Inspection date	06/06/2013
Previous inspection date	22/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder provides a warm and welcoming home. She creates a stimulating learning environment which ensures children feel secure, happy and confident to express themselves.
- The childminder makes good use of her outdoor area to promote learning. Children enjoy spending time outside and have good opportunities to explore the environment.
- Positive relationships with parents have been established, which enhances children's time with the childminder. A regular exchange of information takes place, which ensures children's continuing needs are met.
- The childminder is committed to continuing her professional development in order to further strengthen her practice, which will benefit the children in her care.

It is not yet outstanding because

- There is scope to extend children's learning in the area of communication and language by improving the childminder's use of how, what and why questions to develop children's thinking skills, and the time given for children to respond to her questions.
- Arrangements for monitoring children's progress within the specific areas of learning are not yet embedded to ensure the development needs of children are always fully reflected in the planning of activities.

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 garden.
- The inspector looked at children's observation and assessment records, the 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 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged six years in Grantham, Lincolnshire. The whole ground floor of the house and the rear garden are used for childminding. The family has a pet rabbit.

The childminder attends groups 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 six children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6am 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 further improve the quality of the early years provision the provider should:

- give children more time to respond when asking them questions, to allow their thoughts and ideas to develop ,for example, by using open-ended question techniques that support thinking skills
- enhance existing assessment procedures to better monitor and track children's progress across the specific areas of learning.

Inspection judgements

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

Children are settled and at ease in the welcoming environment, where they independently explore the good range of toys and resources available. Children enjoy spending quality time outdoors, where the garden is organised well to support different areas of learning, for example, chalks for children to make their marks and resources for role play. The childminder recognises children's individual learning needs and interests, and provides appropriate activities to support this, such as small construction resources that develop shape and colour recognition. The childminder has worked hard to develop her observations and assessments of children's learning and ensures these are shared with parents on a regular basis. She has begun to effectively track children's progress,

especially in the prime areas of learning, so that next steps in development are well targeted. However, this is not yet fully embedded across the prime areas of learning for the older children and, as a result, next steps in children's learning in these areas are not sufficiently precise. Despite this, children do make good progress in their learning and are well prepared for their next stage of learning, such as starting school.

Children's communication skills are developing well and they confidently talk to each other and the childminder. However, the childminder does not always make best use of all opportunities to fully extend this learning. For example, during water play, children were not given sufficient time to respond to the few questions they were asked and the childminder did not use a broad range of question techniques, such as 'what', 'why' or 'how', to fully develop thinking skills. Children are learning to use and recognise number in their play and are developing an understanding of concepts as the childminder supports them to recognise the biggest and smallest tower they have constructed.

Attending regular groups at a local children's centre enables children to socialise with their peers and further engage in a range of activities, such as messy play. Children also visit many places of interest to extend their learning, such as activity centres and local stately homes and gardens. Children's understanding of valuing and respecting others is supported through their play, with suitable resources that promote other cultures. Children who speak English as an additional language are cared for by the childminder, who ensures they have good opportunities to see and hear their home language during play. For example, she provides dual-language books and enables them to watch cartoons in their own language. Visual aids are displayed and used as a further communication aid with very young children who are not yet able to talk.

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

Children have formed warm and positive relationships with the childminder, enabling them to feel secure and confident in their surroundings. They approach her with ease and are able to express their care needs confidently, such as when they require the toilet. The childminder gathers important information from parents at the start of children's placements so that she has a clear understanding of their routines and preferences. A daily diary is shared so that parents are aware of the activities that have taken place, and ensures that continuing needs are met. Children attend other settings, and daily exchanges of information take place between the childminder and key persons to promote a clear sense of well-being across both settings.

Children show a clear understanding of maintaining their own personal care, as they independently access the toilet and know they must wash their hands afterwards and before they eat food. Children help themselves to their own drinks as and when they feel thirsty and are offered a range of healthy meals and snacks which meet their nutritional needs. They learn to be independent as they attempt to put on their own coat and shoes before going outside. The childminder is a good role model and speaks to children in a pleasant manner, which they respond well to. They welcome her praise and encouragement during activities, which instils confidence and self-esteem. Children use the childminder's garden on a daily basis and have good opportunities to develop their

physical skills using a range of equipment, such as bicycles and ball pits. Children also visit local parks to further enhance their large physical skills. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, she gently reminds them to be careful during water play so that they do not splash each other in the eyes. They participate in regular safe practices, such as fire drills, to gain an understanding of keeping themselves safe in an emergency.

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

The childminder demonstrates a secure understanding of the learning and development requirements, ensuring children make good progress while in her care. She has worked hard to develop her childminding business and since her last inspection has gained a level 3 childcare qualification. The childminder demonstrates a strong commitment to improving her practice through accurate self-evaluation and regular training. She plans to enrol on a level 4 childcare course in September and has identified behaviour management as a course she feels would further benefit her practice. The childminder has built positive relationships with parents, which benefits and supports children's time in her care. They comment enthusiastically in written feedback that they are very happy with the care provided and feel like the childminder is a 'second mum'. 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 secure understanding of the safeguarding and welfare requirements and has a range of policies and procedures in place to support children's well-being. She has completed safeguarding training and has good knowledge of the procedures to follow in the event of any concerns. Suitability checks have been carried out on adults living at the premises, and children are never left alone with people who have not been vetted. The childminder is beginning to use her husband as an assistant, and has ensured he has the necessary checks, permissions and training in place before being left alone with children. Effective procedures are in place to ensure children play in a safe and secure environment, including thorough risk assessments of the premises and outings. Record keeping is thorough and 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

Unique reference number	EY356459
Local authority	Lincolnshire
Inspection number	895642
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	6
Name of provider	
Date of previous inspection	22/09/2008
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

