

Inspection date	28/08/2013
Previous inspection date	18/09/2008

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's warm, caring and nurturing interaction with the children effectively supports their emotional well-being and ensures that they feel happy, secure and settled in her home.
- The wide range of stimulating activities and outings provide children with opportunities to progress well in all areas of their learning and development, particularly in the prime areas.
- The good relationships between the childminder and parents ensure a joint approach to supporting children's good progress in their learning and development.
- The childminder has a very good understanding of the safeguarding and welfare requirements and is extremely conscientious in keeping children safe while they are in her care.

It is not yet outstanding because

- There is scope to enhance the indoor and outdoor learning environments in order to extend children's good early literacy and numeracy skills.
- There is scope for the childminder to extend the range of resources to enhance children's imaginative and make-believe 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.

Inspection activities

- The inspector observed activities in the living room, kitchen and the garden.
- The inspector spoke to the children and childminder while observing activities and undertaking joint observations.
- The inspector looked at children's records, photographs, planning documentation and policies and procedures.
- The inspector took account of parents' views by reading their written comments in the children's progress files.

Inspector

Sandra Williams

Full Report

Information about the setting

The childminder was registered in 1993. She is registered on the Early Years Register. She lives with her husband and one of her adult daughters in Ulverston, Cumbria. The whole of the childminder's house is used for childminding apart from the bedrooms. The enclosed rear garden is used for outdoor play. The childminder attends toddler groups and visits the nearby children's centre, library, shops and parks on a regular basis.

There are currently two children on roll in the early years age group, who attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday.

What the setting needs to do to improve further

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

- enhance children's good progress in their emerging literacy and numeracy skills, for example, by extending the amount of print displayed inside and outside, such as signs, labels and numbers
- enhance children's opportunities to develop their imaginative and make-believe play, for example, by providing more resources, such as dressing up costumes, a selection of fabrics and props.

Inspection judgements

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

The childminder works closely with parents to establish children's abilities, stages of development and their individual interests and needs. This enables her to get to know the children very well. She carefully and thoughtfully plans a wide range of activities that are tailored to children's individual interests and learning needs. Consequently, she effectively supports all children to make good progress in their learning and development. Regular observations of children's progress are undertaken by the childminder in the form of written information and photographs. This includes progress checks when children are aged between two and three years. This ensures children's progress is tracked and any additional support or early intervention is sought if necessary. The childminder monitors children's development and plans appropriate next steps to move them on in their development. This information is regularly shared with parents, who also keep the childminder informed about their children's progress at home. This joint approach fully supports children's progress in their learning and development.

The childminder extends children's learning as she sensitively joins in with their play. She provides a good selection of play resources in the playroom and the garden. Children make independent choices in their play because the toys are stored at a low level so that children can reach them easily. Children enjoy selecting their favourite books to read with the childminder. This gives them confidence and encourages their willingness to develop their language skills in a fun way. However, there is scope to further develop the use of print inside and in the garden to help children develop their understanding that words have real meaning and to further support their good early literacy skills. Children readily count objects with the childminder. For example, they count the apples that they collect from the garden and the spots on the ladybirds as they study them through the magnifying glasses. They also develop their numeracy skills during baking activities as they help to weigh the ingredients and count the biscuits. Although good opportunities are provided for children to count, the use of numbers displayed as labels in the environment to help children to recognise numerals, is less well embedded. Children enjoy developing their creativity and imaginations as they enjoy painting, mixing colours together to make different colours and making shapes with play dough. They also enjoy engaging in imaginative role play, such as playing with the toy kitchen. The childminder joins in their play to extend their imagination. However, there is scope for the childminder to extend the range of resources to further enhance children's imaginative and make-believe play.

Children enjoy many opportunities to develop their understanding about the world around them. They go for regular walks in the forest and to the beach to learn about birds and mini beasts. They also enjoy collecting natural objects, such as, pebbles, cones and leaves. The childminder stores these in little baskets, which the children enjoy exploring. They decorate the pebbles by painting numbers on them. They develop their sensory awareness as they feel the different textures of leaves and the crisp feel of dead leaves. They also learn about looking after living things, such as plants, as they sow seeds and water them. They notice how the apples change colour from green to red as they ripen on the trees. All of these activities support children's learning and development well. They also provide firm foundations in preparing children for their next steps in their learning and readiness for school.

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

The childminder warmly welcomes children into the home and forms strong emotional attachments to them. This results in children feeling very settled, happy and confident in her care. Children's emotional well-being is further enhanced as the childminder helps them settle by obtaining information from their parents about their individual routines to maintain an individual approach to their care. All care routines, for example, children's sleep patterns, potty training and dietary needs, are agreed with parents when children start attending and are reviewed when required. This helps support a smooth transition from home into the childminder's care. The childminder effectively supports young children's development of their self-care and personal skills as she establishes a strong routine with them. The childminder helps children to manage their own needs by encouraging their personal independence, such as, washing hands, managing clothing and feeding themselves, according to their age and stage of development. Consequently,

children are sensitively supported to develop those skills necessary to manage their own basic hygiene and personal needs in readiness for the next stage in their learning.

Children demonstrate good levels of behaviour. This is because the childminder helps children to learn about behavioural expectations, such as sharing toys and taking turns as they play with other children. They also learn to keep themselves safe and to manage risks as the childminder supports them in their play in the garden. They enjoy opportunities for climbing, running freely and using wheeled toys to support their physical skills. The childminder regularly praises and encourages children, therefore building their self-esteem and confidence, resulting in children feeling valued. The childminder provides a healthy diet for the children as agreed with parents. They access their own drinks of water in order to keep themselves hydrated. The children learn about where food comes from as they help the childminder to collect apples and berries from the garden. As a result, children begin to understand the importance of healthy lifestyles. Additionally, children develop those skills necessary to aid a smooth transition when they move to other provisions, for example, pre-school and school.

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

The childminder has developed a good knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has undertaken safeguarding children training and keeps herself up to date with the local safeguarding procedures. As a result, she is aware of the indicators of possible abuse and has a clear policy and procedure to follow in the event of a concern. She is very conscientious about keeping children safe from harm and ensures that they are protected and closely supervised at all times. The childminder has completed thorough risk assessments of her house, the garden and outings undertaken. The implementation of these successfully minimises potential hazards and risks to children and is effective in keeping them safe and secure. The childminder undertakes regular first aid training, so that any accidents or injuries can be dealt with appropriately. She has a comprehensive set of policies and procedures that address all aspects of the welfare and safeguarding requirements. They are reviewed regularly, shared with parents and are implemented in practice by the childminder. This ensures children's well being is promoted effectively.

The childminder has developed a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She monitors the educational programme to ensure that she promotes all areas of learning in a stimulating and challenging way. She plans and evaluates a wide range of activities, which are based on children's interests and stages of development. These support children effectively in making good progress in all areas of learning and particularly in the prime areas.

Relationships with parents are extremely positive. Written comments from parents in questionnaires and children's progress files confirm their satisfaction with the service provided by the childminder. They find her very approachable, welcoming, kind, caring and warm. They comment that they have complete confidence in her ability to provide

high quality care for their children. Daily information about the children's welfare and progress is shared verbally, as well as through the progress records and diaries. The parent's notice board in the playroom displays useful information to keep parents well informed about the activity planning. She has established good working relationships with other professionals who work with the children in her care. She is proactive in her approach to sharing information with other providers. For example, when children attend her setting that have previously attended other childminding settings, good information sharing takes place. This effective two-way flow of information ensures continuity in the children's learning and development.

The childminder is fully committed to maintaining continuous improvement. She has made very good progress in response to recommendations made at previous inspections. These involve improvements in the observation, assessment and planning of children's learning and development. She works closely with the local authority adviser and effectively implements suggestions and advice received. She evaluates and reflects upon her practice in order to identify her strengths and areas for development. She has a clear plan of action, which takes into account the views of parents and children, in order to further enhance the provision for children's learning and development. She has many years of experience and makes very good use of ongoing training opportunities in order to build on her already good childcare skills and knowledge.

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	317333
Local authority	Cumbria
Inspection number	877001
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	18/09/2008
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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