

Inspection date	13/08/2013
Previous inspection date	29/06/2010

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

- The childminder has developed close attachments with the children, who are therefore comfortable and settled in her care.
- Children behave well, cooperate in their play and take account of other children's needs and interests. As a result, they are building positive relationships with others.
- Good relationships with parents ensure the childminder can meet the children's care needs in line with parents' wishes and they can be involved in their children's learning .
- Risk assessments and safe practices ensure the children are cared for in safe, secure premises and are well supervised when out of the building.

It is not yet outstanding because

- There is scope to enhance opportunities to promote children's learning and development in the outdoor environment, particularly their understanding of the world, and language and communication skills.

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 toured the premises and the outside space.
- The inspector observed the children at play and discussed their development with the childminder.
- The inspector discussed the assessment and monitoring of children's development.
- The inspector looked at risk assessments, records and policies and procedures.
- The inspector took account of parents and children's views of the childminder's provision through documentation.

Inspector

Rosemary Beyer

Full Report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven and three years in a house in Scunthorpe. The whole of the ground floor and the rear 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 local schools and pre-schools.

There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except 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:

- enhance the richness of outdoor learning opportunities by extending the already good indoor opportunities to promote children's literacy skills and understanding of the world, for example, by introducing opportunities to dig and grow plants in the garden, and using labels and posters in the outside area.

Inspection judgements

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

The childminder has a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She provides a wide range of activities to promote children's learning and development. She has introduced planning for individual children and makes observations across the seven areas of learning. She is therefore able to effectively monitor and track children to ensure they are meeting expected levels within each area. The childminder discusses children's starting points with parents and uses her own observations to ensure she has a clear understanding of their interests and development needs. She keeps parents well informed of their children's activities and interests, and gives them ideas for activities at home. This means they can be fully involved in their children's learning. Parents can access their child's learning journal at any time and make comments about their progress. The childminder has developed a system of carrying out the progress check at age two. She provides a

summary for parents, which assesses children's progress, highlights their strengths and identifies any concerns.

The childminder is very conscious of the need to prepare children for school or to attend other providers. She focuses on promoting their physical, personal, social and emotional development and their communication and language skills. The children are becoming confident speakers and are able to make their views and wishes known. This prepares them to confidently start school and gives them a solid foundation for their future learning. The good relationship she has with the local school enables the childminder to ensure children have a smooth transition to school and are confident in their new surroundings.

The childminder is not using the outside space at present as the lawn is being improved. However, in the past, the outdoor space has not been used to full advantage to promote children's all round development. For example, there is scope to further develop children's early literacy skills in the outdoor environment with the use of signage and labelling, as well as to dig and grow plants to extend their knowledge and understanding of the world. The childminder ensures children have fresh air and exercise each day by walks and visits to the park while the grass is settling. A good range of outside play equipment to promote their physical development, climbing and balancing, is ready for their use.

The children are becoming independent as they select resources for themselves. They confidently participate in rhymes and songs, which promote their language skills and numeracy as they count in time to the actions. They enjoy stories and part of their daily routine includes a quiet time after lunch when they select stories for the childminder to read, while younger children are asleep.

The childminder provides a wide range of puzzles, suitable for the children attending, and encourages them to persevere with their chosen puzzle until completed. She introduces numbers and colours in sorting games and supports the children in counting bricks and identifying the different shapes.

The childminder cares for children who speak English as an additional language. She encourages them to communicate both in their home language and in English, and they move fluently from English to Urdu. She has dual language books, and sings rhymes and songs in their home language. She also enables them to develop their communication skills in English very effectively.

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

Children enjoy a close and warm relationship with the childminder. They are settled and comfortable in her care, and even children who are still settling-in are confident and friendly when visitors arrive. The childminder obtains information from parents and her own observations to ensure she meets the children's needs in line with their parents' wishes.

The childminder organises her home effectively to enable children to access resources.

She plans activities, both on the premises and within the local community, to encourage children's learning. She is very safety conscious and children learn to use the toys and games safely and carefully to prevent accidents. They also learn to keep themselves safe when in the car and when getting out, waiting until the childminder opens the door and removes their seat belts. They know they need to walk carefully when near the road to prevent accidents.

Children behave well, sharing and taking turns with the toys and games. For example, they sit looking at books together and discuss the pictures, or participate in the story. The childminder has clear house rules in place, and children know what is expected. The childminder provides a good role model for manners and the children are polite when relating to each other or asking for help.

Children stay healthy because the childminder follows effective procedures and daily practices which meet children's physical, nutritional and health needs. They are familiar with simple hygiene routines to encourage handwashing at appropriate times, such as before eating and have fresh air each day, whatever the weather. The childminder also provides a healthy balanced diet for the children, in line with any special dietary needs. Mealtimes are pleasant social occasions when the children eat well and chat to their friends.

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

Close relationships with parents contribute well to children's wellbeing. Parents are given information about the service the childminder provides, including policies and procedures. She takes account of their views and opinions about the care their children receive. This ensures parents are well informed and made to feel welcome from the beginning.

The childminder has a good understanding of her role in safeguarding children from harm, and the procedures to follow if she has concerns about any child in her care. She ensures parents are aware of these responsibilities when they start to leave their children. She has made sure people resident on the premises are suitably cleared, including her husband who is an assistant childminder. He cares for the children occasionally for short periods and he has a current first aid certificate so that he is able to effectively deal with minor accidents in the childminder's short absence. The childminder also ensures that she has written permission from parents to leave the children with her assistant for short periods.

Risk assessments are in place for the premises and the garden, although this is not in use at present as new turf has been installed. A new gate is to be fitted to ensure the garden is secure, and children cannot leave unsupervised. The childminder also has robust safety procedures in place for outings and visits to activity groups within the locality.

The childminder monitors children's progress and the educational programmes effectively, to ensure that children are making good progress and are offered a wide variety of activities appropriate to their needs and interests. The childminder evaluates her practice and discusses suggestions and improvements with parents. As part of her improvements

she hopes to extend the conservatory to provide more space for the children, with more shelves for storage and displays of posters or art work. She uses local authority support and training to enable her to improve her practice in order to meet the needs of the children in her care.

The childminder has good communication with the local schools, nurseries and other childminders. She ensures a regular exchange of information in order to provide consistency of care and promote their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY337536
Local authority	North Lincolnshire
Inspection number	931807
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	29/06/2010
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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