

Inspection date

Previous inspection date

13/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The childminder conducts home visits to meet with children and their family before she starts caring for a child. This results in children forming secure emotional attachments as they make a smooth transition from home into the childminder's care.
- Children who speak English as an additional language are supported generally well to develop their understanding and spoken English skills.
- The childminder provides children with some interesting first-hand experiences, which provide suitable levels of challenge to aid their development.

It is not yet good because

- Observational assessments are in the early stages of development. Therefore, assessment of children's progress is not yet accurate or shared with parents, to fully ensure each child is effectively achieving within all areas of learning.
- The childminder lacks a good understanding of how to conduct the 'progress check at age two', to fully ensure parents receive a clear written report on their children's progress within the prime areas.
- The outside play space does not provide a wide range of resources and equipment, to effectively promote children's development within all areas of learning.

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 activities and care routines in the ground floor rooms and in the outside play area. She also looked at the first floor bedroom and bathroom to check their suitability for childminding.
- The inspector spoke with the children and the childminder during the course of the inspection.
- The inspector looked at planning, observation and assessment records, as well as other relevant documentation, including the childminder's self-evaluation.
- The inspector conducted a joint observation with the childminder.

Inspector

Melanie Arnold

Full Report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her sister, who is also a registered childminder and one child aged two in Scunthorpe, Lincolnshire. The childminder's sister occasionally works with the childminder, acting more as an assistant to provide extra support with things like outings. The whole of the ground floor, a bedroom and a bathroom on the first floor and the rear garden are used for childminding.

The childminder visits the shops and park on a regular basis. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder supports children who speak English as an additional language. She operates all year round from 6am to 6pm, Monday to Friday, except family holidays. Additional hours and days can be arranged with the agreement of the childminder.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's progress is more accurately monitored so that every child is fully achieving within all areas of learning and share this information, along with their next steps for learning more effectively with parents
- develop knowledge of how to complete the 'progress check at age two' so that parents are provided with a short written summary of their child's development within the prime areas.

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

- develop the range of toys and resources provided for children, especially in the outdoor area, to create a fully stimulating environment which promotes all areas of learning.

Inspection judgements

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

Children are happy and they like playing with a suitable range of resources inside, which meet their needs and promote their development. Regular outings to the park provide

children with opportunities to develop their physical skills, and trips to the woods enable them to investigate and explore their natural surroundings. However, the outdoor play space at the childminder's home does not contain a wide range of toys and equipment for children to freely access to effectively promote their all-round development in all areas. For example, presently resources accessible to children include a slide which provides them with opportunities to develop their physical skills and a play house containing role-play resources and books, providing them with opportunities to play imaginatively or to read. Children's personal, social and emotional development and their communication and language skills, are promoted generally well. The childminder helps children to feel secure in their surroundings, which provides them with a foundation on which to promote their future development.

Children with English as an additional language are supported generally well as the childminder helps them to understand and use English. The childminder speaks Polish, therefore, when she cares for children who also speak Polish, she is able to communicate with them in both languages. This helps children to feel valued and to develop confidence in their surroundings. As children grow and develop, the childminder moves from reinforcing simple words to full sentences in English, supporting their language and communication skills and preparing them well for their future learning, including starting school. Children engage in a suitable range of hands-on learning experiences, which provide them with appropriate levels of challenge. For example, the childminder continually talks to children, discussing what they are doing and asking some questions. For example, the childminder sets up a large scale painting activity on the floor for children to engage in. She secures a big piece of paper to the floor, allowing children to develop their creativity as they paint and make simple marks onto the paper. During the activity, the childminder appropriately promotes children's critical thinking skills as she asks them to identify the different colours of the paints. Children's letter recognition and counting skills are promoted when they play with blocks. The childminder helps them to identify the letter sounds printed onto the blocks and to count them as they play with them.

The childminder has only just started caring for children and as such she is in the early stages of developing her observational assessments to aid children's continuous development. She has a satisfactory understanding of how children learn through their play, which enables her to identify and plan a suitable range of activities to support their next steps for learning. Observational assessments are transferred into a monthly progress report containing children's next steps for learning. However, assessments do not always accurately identify each child's level of achievement. This means learning experiences are not always fully matched to each child's individual needs to ensure they are making good progress within each area of learning. Also, information on children's progress and their specific next steps for learning are not fully shared with parents to enable them to effectively continue to promote their children's learning at home. The childminder is aware that a two-year-old progress check must be completed for all children between the ages of two and three years. However, she is not sure of the specific information that this progress check should contain, to fully ensure parents are provided with a clear written report of their children's development within the prime areas. Overall, children have fun as they engage in a suitable range of play based learning activities. The childminder provides

appropriate levels of support enabling each child to make satisfactory progress in preparation for starting school.

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

Children are developing confidence in their surroundings as the childminder helps them to feel settled and secure in her care. As the childminder conducts home visits to meet with children and their families before childcare comments, this enables her to gather some clear information on each child's individual needs. She uses this information to support children to make a smooth transition between home and her setting as she values each child's backgrounds and beliefs. This results in children beginning to develop secure emotional attachments to the childminder. Children's good behaviour and their awareness of safety issues are promoted through positive reinforcement. For example, the childminder helps children to learn how to cross the road safely on outings and she discusses their behaviour with them to help them to learn the difference between right from wrong. The childminder assesses each child's level of ability before helping them to learn how to safely negotiate the ladder between the first and second floor of the outdoor playhouse.

Children are encouraged to develop independence with their health and self-care skills and discussions help them to learn about the importance of being active and eating healthy foods. They engage in regular outdoor play experiences, which supports the development of their physical skills. Children enjoy playing with their peers and as they develop their social skills, they begin to play more cooperatively together. Future outings to stay and play sessions at the local children centre are being planned to provide children with more opportunities to mix and socialise with a wider peer group. This provides children with some key skills needed for starting school. Children's transition to other settings and school is also supported by the childminder sharing relevant information with the child's next setting.

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

Children's health and safety is protected through the childminder's appropriate systems. For example, the home and garden are securely maintained and the childminder thoroughly checks visitor's identification before allowing them access to her home. She has completed all compulsory training, including first aid, which ensures accidents and injuries can be dealt with in a competent manner. Continuous supervision, clear outings procedures and ongoing risk assessments are all in place and used appropriately to keep children safe. The childminder has a suitable child protection policy and a sound understanding of the procedures to follow should she suspect a child is being abused or neglected. This helps to keep children safe from harm at all times. The home and garden are clean and well maintained, with the childminder following suitable health and hygiene routines to promote children's well-being.

Partnership working with parents and other providers is satisfactory. Clear initial information is obtained from children's parents, so the childminder is able to meet every

child's needs appropriately. Verbal communication keeps parents appropriately informed of their children's daily routine and play experiences. However, the childminder does not accurately monitor assessments of individual children's progress to check they are consistently making good progress in all areas of learning and development.

The childminder is continuing to develop her practice as she has only been childminding for a short period of time. Within this time, she has devised suitable policies and procedures to support the promotion of children's care, learning and development. This results in the safeguarding, welfare and learning and development requirements being appropriately met in most areas. The childminder monitors most areas of her provision, using a suitable process of self-evaluation to identify some clear targets for further development. She is committed to the ongoing development of her setting and she is working hard to embed her new systems into practice to ensure children benefit from continuous improvements.

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	EY456673
Local authority	North Lincolnshire
Inspection number	908231
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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