

Inspection date

07/10/2013

Previous inspection date

22/01/2009

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 children make good progress in their learning and development because the childminder has a good awareness of how children learn. She uses play, planned experiences and first hand experiences that engage children and build on their interests.
- Children develop confidence, self-care and independence skills as they make choices about what to play with and learn to care for themselves. For example, they learn to independently use the potty and practice putting on clothes.
- Partnership working with parents is good. Parents are successfully involved in their children's learning and they are kept fully informed of their ongoing achievements. This cohesive approach makes a very strong contribution to children's care, learning and development.
- Relationships and attachments are strong and secure between the childminder and children. Children, therefore, settle well and achieve a positive sense of well-being when in her care.

It is not yet outstanding because

- There is scope to enhance the stimulating environment to promote children's very good awareness even further about writing and number recognition.

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 discussed various aspects of policy and practice with the childminder.
- The inspector spoke with children throughout the morning, observing them in their play.
- The inspector spoke with parents and carers, taking their views into account.
- The inspector observed the childminder taking part in a planned activity with the children and discussed the outcomes.
- The inspector viewed children's daily diaries, setting diaries, development files and assessment records.
- The inspector viewed a range of documentation, including relevant policies and procedures, accident and medication records, the self-evaluation form and risk assessments.

Inspector

Janice Caryl

Full Report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with one child and one adult daughter in a bungalow in Crosby, near Maryport. The whole of the ground floor, two bedrooms and the front garden are used for childminding. The childminder's daughter occasionally works as an assistant.

The childminder attends toddler groups and activities in the local area. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. The family has six cats and a dog as pets.

There are currently eight children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance the indoor and outdoor environment even further, to promote children's rapidly emerging awareness of print and number recognition. For example, by developing name labels and creating number labels to help children recognise numerals.

Inspection judgements

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

Children make good progress with the childminder in relation to their starting points. This is because the childminder is well informed about children's development when they first start with her. She uses the information gathered from ongoing observations to assess and plan appropriately challenging activities and opportunities. Consequently, children's needs are well met and they remain interested and motivated. Assessments, including the 'progress check at age two', accurately reflect children's development. As a result, children make good progress towards the early learning goals. Early identification of any gaps in learning means that appropriate support is sought in a timely fashion. Activities are primarily child-led in an environment that promotes self-initiated play. For example, shelves and resource boxes encourage children to freely choose, supporting their independence.

The childminder is skilful in supporting children in speaking and listening. She involves them in conversations, asks pertinent questions and gives them time to think and respond. As a result, they develop an understanding of different concepts, such as following instructions, sequencing events and different people and animals. Children are taught to be independent in their dressing and undressing. For example, they learn to take off their own coats and hang them up. They are proficient in putting on their own uniform before going to nursery. As a result, children are gaining the skills necessary to support them when they move onto school.

Children's concentration is well developed as they carefully paint the wooden lizard and pot teddy bears. Their physical and coordination skills improve as they handle the small brushes well, choosing and mixing the colours. They gain a sense of achievement as they create their own artefacts. Children enjoy playing outdoors, further developing their creative and physical skills. They construct houses for the painted lizards using natural resources, such as grass, thus, developing their creativity skills. They have space to ride around on vehicles and pretend to mow the lawn. Children have a range of books to use and begin to develop early literacy skills. However, although resource boxes are labelled, there is scope to enhance the stimulating environment for promoting literacy and numbers even further, by including more letters, labels and numbers. Children learn about other people and animals as they learn to respect and look after pets. They visit the vet's where they find out how animals are cared for when they are poorly. Trips to the fire station help them learn about how other people in the community help society. Consequently, they get a broad and balanced view of how others live and work.

The childminder has developed extremely strong relationships with parents and carers. They are very complimentary and feel totally involved in their children's care and learning. They receive information verbally, through daily diaries and text messages. They are invited to contribute to their children's learning by sharing experiences with the childminder. This means that children benefit by continuous learning through first hand experiences shared between the settings.

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

The childminder provides a warm, inviting and friendly environment. She has good working relationships with parents so she knows children's needs well. She is sensitive towards children and attachments are extremely strong. This is demonstrated as children go for cuddles and seek support when necessary. Children run in excitedly on arrival, showing their delight and enthusiasm. They animatedly play with the toys and resources available, showing their confidence and self-assurance. They are helped to think about the activities they would like. The childminder gives them choices and supports them in making decisions. As a result, children develop a sense of purpose and well-being because they feel valued and respected. Children enjoy playing outdoors, where they are taught to manage the space and different surfaces safely. Consequently, they gain an understanding of risk as they play and explore under the constant supervision of the childminder.

The childminder keeps children safe because she is vigilant at all times. They are further

protected through health and safety procedures that are adhered to. For example, safety gates prevent children from accessing areas that are potentially unsafe. Pets are suitably treated to ensure no diseases can be passed to children. The childminder encourages children to help her do routine tasks and provides clear explanations, for example, they help to take out the bins and are encouraged to tidy up between activities. As a result, children learn to take care of their environment. The childminder promotes good hygiene practices as children are encouraged to wash their hands after being outside and before eating their snacks and meals. She promotes healthy eating by providing snacks for children, such as fresh fruit.

Children's physical skills are promoted well as they carefully pour milk into their cup. They smile as they gain a sense of achievement, while developing their self-help skills. The childminder promotes children's awareness of keeping healthy through fresh air and exercise. They help to take the dog for walks on a daily basis and she explains to children the need to walk and take exercise to keep healthy. Children's behaviour is managed extremely well. She knows the children well and uses distraction to support them in managing their own behaviour, she also provides cuddles and explanations. As a result, children have positive experiences and learn to manage their feelings appropriate to their age and stage of development. Children are taught to be polite and establish good manners. They say, 'please' and 'thank you' without much prompting and, as a result, begin to learn the rules of society.

Children are well prepared for their subsequent moves into nursery and school. Written diaries help share information about children's likes, dislikes, personality traits and progress. Books available about moving onto school help children gain an awareness of what to expect. Children are further prepared because the childminder and children attends open days and make visits to meet the teachers. Consequently, children settle well in their new environment and learning opportunities are complemented.

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

The childminder has a good level of understanding of the learning and development requirements. She provides a broad and balanced programme of activities and experiences that are interesting and stimulating. Children thrive in her care because they are excited and motivated by the indoor and outdoor activities. Consequently, they make good progress toward the early learning goals. Children's overall development is monitored well, showing clearly how they are progressing. The childminder effectively uses guidance documents to help make assessments, which helps to identify any gaps in children's learning and development. As a result, any additional support that may be needed is sought in a timely fashion.

The childminder has a clear understanding of the safeguarding and welfare requirements. Policies and procedures are shared with parents and carers, meaning everyone is aware of how the setting operates. Children are protected because the childminder is knowledgeable about safeguarding procedures. Her training plan includes development of

her knowledge and understanding of safeguarding and refreshing her food hygiene skills. As result, up to date training means children are protected further. The childminder occasionally works with an assistant, who is her daughter. Together, they share a knowledge and understanding of the policies and procedures and the needs of individual children. Children, therefore, benefit from consistent care and learning in a safe and secure environment.

The childminder strives to ensure children are happy and learn in a fun and comfortable environment. She regularly adds to her resources to ensure she meets the interests of individual children. She has set some priorities and uses feedback from parents and carers to help her plan and make further improvements. As a result, children and families benefit from a setting that strives for continuous improvement.

The childminder has firmly established strong relationships with parents and carers. Discussions with them, along with written comments, indicate how much they value the childminder and are very happy with the care and education she provides. She works closely with them and involves them in meeting children's needs. Highly effective communication links with other providers ensure that children receive continuity of care and learning. She has a secure understanding of the need to work with other professionals and agencies as required. As a result, children's needs are well met with any additional support provided as necessary.

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	317171
Local authority	Cumbria
Inspection number	865114
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	22/01/2009
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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