

Inspection date	15/10/2013
Previous inspection date	22/10/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 arranges a good settling-in procedure with parents, in order to ensure each child's emotional security. Children are happy and settled and the relationship between the childminder and children is positive.
- The childminder successfully identifies and minimises risks in her home. Children are safeguarded because the childminder is aware of her responsibilities to protect them from abuse and neglect.
- An effective partnership with parents ensures continuity of care and learning for children.

It is not yet good because

- The childminder's practice with regard to promoting children's sensory experiences and providing mark making opportunities is minimal. Children are not provided with sufficient opportunities to explore media, such as paint and dough to encourage their creativity.
- Children's mathematical development is not consistently promoted with full effect because opportunities are not maximised to extend their counting and problem solving skills.
- Opportunities for children to learn about their similarities and their differences and learn about different traditions, cultural and religious events and experiences are not maximised to extend their awareness of the wider world.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities as children played in ground floor play space.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Jan Burnet

Full Report

Information about the setting

The childminder was registered in 1996. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. The childminder lives with her husband in Whitfield, near Brackley in Northamptonshire. The whole of the ground floor of her house is used for childminding. An enclosed garden is used for outdoor play and children also visit an adjacent enclosed paddock with the childminder. The childminder has two dogs, a cat, chickens, quails and ducks.

There are currently three children on roll and all are in the early years age group. If asked, the childminder is able to collect children from local schools and pre-schools. The childminder cares for children all year round, Monday to Friday, except for bank and family holidays.

What the setting needs to do to improve further

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

- develop the educational programme for expressive arts and design; for example, by ensuring that babies and children are able to explore and investigate with a range of different media through sensory exploration and experiment with colours and different ways of making marks.

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

- extend children's mathematical development, for example, by more consistently supporting them in reciting numbers towards 10 and by supporting them in making comparisons between quantities
- extend practice so that children learn more about their similarities and differences; for example, by raising their awareness of different traditions, beliefs and cultural events.

Inspection judgements

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

The childminder has a sound awareness of learning and development requirements and generally challenges children appropriately, so that they make suitable progress. She observes children and records their achievements, so that she is aware of their stage of development and plans sufficiently for the next steps in their learning. The childminder works satisfactorily with parents to ensure continuity for each child. Parents are informed about their children's achievements and progress and they are asked to share detail on achievements observed at home. The childminder supports children sufficiently, so that they develop skills in readiness for nursery class and school. She is aware of the requirement to provide parents with a progress check at age two and will complete these when necessary.

The childminder supports children appropriately as they develop their manipulative skills. Children build with bricks, use spoons competently when feeding themselves and use a thumb and two finger grip well when making marks with pens and pencils. They choose and name different coloured crayons and felt tipped pens when they draw. However, the childminder does not provide opportunities for children to make marks in other ways or fully develop their creativity. This is because opportunities for them to explore and experiment with resources, such as, sand, paint, glue or dough are minimal.

Children gain an awareness of shapes and compare different sizes because the childminder provides interactive press-button toys and stacking beakers that promote their learning appropriately. Children use some mathematical language, for example, they talk about needing more bricks when the childminder helps them to build a fire station. However, mathematical development is not consistently promoted with full effect by the childminder. For example, children spontaneously count to two when building with bricks, but even though the childminder says that they can count beyond two, she does not encourage them to do so. Children choose to build with blue and yellow bricks and the childminder does not encourage them to count and compare how many of each colour they have chosen and then add the groups together.

Children speak clearly and confidently. They talk with the childminder while they enjoy pretend play and she extends their imaginary situations well. Children pretend that a blue 'tumble twist' rug is the sea and they put two small world men into a boat and tell the childminder that the men are on a surf board. The boat tips over and children talk about the men getting wet because they have fallen in the water. The childminder asks if there are fish in the sea and children pretend that there are. They go on to talk about whether horses can go in the sea and whether horses can swim. The childminder ensures that children are able to choose from a range of role play resources and some of these reflect diversity in a positive way. However, the childminder's practice is not fully maximised with regard to raising children's awareness of their similarities and their differences, in order to promote an understanding of others.

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

Relationships between children and the childminder are positive and children are happy and settled. Children's emotional security is initially addressed well because a settling-in period is agreed with parents. Children enjoy walks around the village and meet and

converse with members of the community. This helps to prepare them for their transition into other early years settings and reception class in school. Children gain an awareness of behaviour boundaries. Strategies for managing young children's behaviour include distraction and the childminder uses positive reinforcement, in order to promote children's self-confidence and self-esteem. Children's independence is promoted appropriately. For example, the childminder encourages them to put on their own coats, socks and shoes. Toys are safe and meet children's learning and development needs satisfactorily.

The childminder creates a welcoming environment for children and their parents. Admission information obtained from parents enables her to address children's individual care needs effectively. Information on the childminder's practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected sufficiently because the childminder encourages them to be physically active. For example, they practise skills as they play ball games, learn to pedal and steer tricycles and enjoy nature walks. Children help the childminder to dig and plant seeds in the growing area in the paddock. They help to feed the chickens and help the childminder to gather eggs. They are learning how gentle they need to be with the eggs or they will break. Children eat healthy food and they are developing an ability to attend to their self-care needs. Their welfare is addressed effectively because the childminder ensures that the environment is healthy and safe. Children learn how to keep themselves safe. For example, they gain an awareness of the evacuation procedure because it is regularly practised and they learn how to cross the road safely.

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

The childminder makes sure that her home is safe and secure. She is aware of her responsibilities with regard to safeguarding children and ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Northamptonshire Safeguarding Children Board procedures. Resources are maintained in a good state of repair.

The childminder monitors the educational programmes sufficiently to ensure that children make satisfactory progress in their learning. At the time of the last inspection two actions linked to learning and development requirements were raised and both have been satisfactorily addressed by the childminder. She was asked to use observation and assessment to identify each child's level of achievement and use this and the child's interests to shape challenging and enjoyable learning experiences. In order to improve her practice the childminder seeks and welcomes advice from local authority development workers. She is continuing to review and improve her skills with regard to using observation and assessment to inform next steps planning and ensure that children make as much progress as they can. The childminder's current priority is to encourage parents to add comments to their child's development folders, rather than only sharing the child's achievements with her verbally. The childminder keeps all required documentation up to date.

The partnership with parents is positive. The childminder is aware of the importance of

obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. Written policies are provided for parents and these reflect the service provided by the childminder. She requests feedback from parents on the service provided through the implementation of a questionnaire. The childminder is aware of the importance of establishing links with other early years providers to ensure continuity of care and learning.

The Childcare Register

The requirements for the compulsory 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	220537
Local authority	Northamptonshire
Inspection number	891741
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	22/10/2012
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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