

<b>Inspection date</b>	22/10/2013
Previous inspection date	18/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 is enthusiastic and extremely friendly and welcoming. Her friendly and nurturing approach helps children to settle happily and encourages them to form secure bonds with her, which fully supports their emotional well-being.
- The childminder plans and provides an exciting and varied range of activities for children to enjoy both inside and outside. She has a good knowledge of how children learn and she fully supports them to make good progress in all areas of their learning and development.
- The childminder conscientiously implements her thorough safeguarding and health and safety procedures. This means that children remain safe, secure and protected while in her care.
- Partnerships with parents are extremely strong. The childminder undertakes home visits before children attend, in order to gather information about their needs and routines and to form trusting relationships with parents from the very beginning.

### **It is not yet outstanding because**

- Some opportunities to further enhance children's very good early literacy skills and learn that words have meaning are not fully used.
- The current arrangements for hand washing do not always enable young children to fully use and develop their very good independence and self-care 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 observed activities in the playroom, kitchen and the garden.
- The inspector spoke to the childminder and children while observing activities.
- The inspector looked at children's records, planning documentation and policies and procedures.
- The inspector took account of parents' views by reading a selection of questionnaires.

## Inspector

Sandra Williams

## Full Report

### Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged 12 and eight years in a bungalow in Ulverston, Cumbria. A designated playroom, the kitchen and bathroom facilities are used for childminding. The enclosed garden is used for outdoor play. The family has chickens in an enclosure in the garden.

The childminder regularly attends toddler groups and activities in the local area. She also visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll in the early years age group, who attend for a variety of sessions. The childminder operates on Mondays to Fridays, from 7.30am to 5.30pm, all year round, except bank holidays and 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 children's very good progress in their emerging literacy skills and help them to understand that words have meaning, for example, by labelling the toy boxes in the playroom
- facilitate more opportunities for young children to fully develop their independence and self-care skills, for example, by enabling them to wash their hands independently.

## Inspection judgements

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

The childminder conscientiously meets the needs of all children in her care very well. She works very closely with parents to establish children's individual interests and abilities and to get to know their starting points. From this initial information, the childminder accurately plans and tailors exciting and imaginative activities to meet the needs of each child. Activity planning information is displayed on the parents' notice board, so that parents are fully involved in their children's learning. Regular observations of children's progress are undertaken by the childminder in the form of written information and photographs. This includes progress checks at age two, which are shared with parents. The childminder accurately tracks and monitors children's ongoing development and plans

appropriate next steps in their learning. This information is regularly shared with parents, who contribute to the assessment by adding their observations and ideas about the next steps in their children's learning. Parents are actively encouraged to be involved in their children's learning. For example, children are invited to borrow books, story sacks and toys to enjoy with their families at home. This opportunity fully supports and builds upon what the children are learning with the childminder, particularly with regard to literacy and numeracy skills.

The childminder has developed good skills, knowledge and understanding of the characteristics of effective teaching and learning. As a result, she fully extends children's learning as she sensitively joins in with their play. Equally, she knows when to stand back and allow children uninterrupted time to play and explore on their own. This means that children enjoy a good balance of adult-led and child-initiated activities throughout the day. Consequently, all children are making good progress in their learning and development.

The childminder promotes children's learning well by providing a very good selection of play resources in the designated playroom. Children can choose and independently select their favourite books and toys, which are stored at a low level. Children move freely between the playroom, kitchen and garden. The open plan layout allows them to make choices in what they play with and whether they play inside and outside. This enables children to develop confidence in exploring and following their individual interests. Children select their favourite books and enjoy sitting with the childminder on the sofa to read them. They know the stories well and enjoy pointing to familiar characters in the book and learning words by repeating what the childminder says. Children also competently use tablet computers and can complete simple programmes. For example, they enjoy completing phonic activities by selecting letters to create short words, such as 'cat' and 'pen'. The childminder skilfully supports the children's phonic knowledge by modelling language and encouraging them to successfully link sounds to letters and form words. These activities develop children's confidence in their language and early literacy skills in a fun way. The use of the tablet computer also enables children to develop good skills in information and communication technology. The childminder praises the children for their good attention and efforts, which clearly boost their confidence and self-esteem. Although, the environment is rich in print, such as posters and books, there is scope to further develop the use of print to enhance children's good literacy skills and to develop their understanding that words have real meaning, by labelling the toy boxes in the playroom.

Children develop good numeracy skills as the childminder encourages them to count in everyday situations. For example, when they are on outings, they count cars and begin to recognise numerals by identifying them on registration number plates and houses. While making pizzas, the children count the pieces of sausage on each pizza and make sure they all have equal amounts. The childminder provides a good selection of resources to promote children's imaginative and make-believe play. They enjoy playing with the tea set and make cups of tea for each other. Children also enjoy creating dens out of materials and re-enacting trips to the shop. 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 provides a very homely and relaxed environment for children. She helps children to adapt to their move from home into her setting by arranging flexible settling-in procedures and undertaking home visits. The childminder works very closely with parents to make sure that the children's individual routines and care needs are known and are consistently followed. Consequently, children's emotional well-being is supported and nurtured extremely well. The childminder displays the children's artwork on the wall in the playroom, which helps them to feel welcome and valued. Children are relaxed and feel comfortable and secure in the childminder's care and enjoy close and trusting relationships with her. They respond positively to the attention and praise they receive, which fosters their confidence and self-esteem.

The childminder is a positive role model and helps children to learn about acceptable behaviour and good manners. They are very polite and demonstrate very good manners while sitting at the kitchen table to eat their lunch. The introduction of Harry, the persona doll, also helps children to learn the importance of being kind and considerate to others. The childminder effectively uses Harry during play sessions to teach children the importance of sharing and taking turns. This prepares them well for the next stage in their learning, such as moving on to nurseries or schools.

Children learn about the importance of leading healthy lifestyles as they enjoy daily fresh air and exercise. They regularly visit play parks, swimming pools and have regular access to the garden, which is well equipped. Children move confidently in many ways as they jump and bounce on the trampoline. They remember what they have previously learnt and start to do 'star jumps', demonstrating good balance and coordination. The childminder helps them to develop good awareness of space, balance and risk taking in a safe way. For example, when they lose their balance on the trampoline, she explains that is why it is important to fasten the safety netting. All of these activities are very effective in supporting children's physical development and good health.

The childminder provides regular opportunities for children to undertake baking activities, which they thoroughly enjoy. While making pizzas, she teaches the children about the importance of good hygiene routines, such as washing their hands before touching the food. She promotes their physical skills well by encouraging them to squeeze the tomato puree out of the tube. She teaches them to use knives and cheese graters safely as they slice vegetables and grate cheese to put on the pizza. The childminder skilfully uses the baking activity to introduce many other learning opportunities for the children. For example, she asks them questions, such as 'what colour are the gherkins, peppers and tomatoes?' She then introduces mathematics learning as she puts the pizzas in the oven and shows the children the clock, saying that they will be cooked in 10 minutes. Throughout the activity, the childminder has high expectations of the children's abilities and provides appropriate challenges for them, which they enjoy.

Children are learning the importance of healthy eating as the childminder provides a good selection of nutritious snacks and meals, including fresh fruit and vegetables. Children help themselves to drinks from their own water bottles, which helps them to remain hydrated.

They learn about where food comes from as they help the childminder to collect eggs from the chickens in the garden. They provide water and food for the chickens. This activity encourages children to learn about the natural world and the importance of being gentle and kind to living creatures. The childminder teaches children good self-care skills, as they learn to put on their shoes and coats before playing outside. They wash their hands before eating and after using the toilet. However, young children cannot access the basin on their own as it is too high. This means that they do not always benefit from rich opportunities to further enhance their good self-care skills independently.

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

The childminder has a good knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She maintains up-to-date knowledge of the local safeguarding procedures by completing regular training courses. As a result, she is clear about how to keep children safe from harm and ensures that they are protected and supervised at all times. Comprehensive risk assessments and policies are regularly reviewed and shared with parents, helping to protect children's safety. The childminder undertakes regular first aid training, so that any accidents or injuries are dealt with appropriately. The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She plans and evaluates a wide range of learning 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 the primary areas.

Relationships with parents are extremely positive. Written comments in questionnaires completed by parents include 'the childminder is friendly, consistent and provides a flexible service' and 'she provides an extremely high standard of childcare and I have a 100% confidence in her ability to look after my child.' Information about the children's care and learning is shared with the parents verbally, as well as through the progress records and daily diaries. The parents' notice board in the kitchen displays useful information to keep parents well informed about the activity planning. Parents also have sight of a full set of policies and procedures. These methods effectively support parents' understanding about the operational procedures followed by the childminder. The childminder has very good working relationships with health and care professionals in the area. She is proactive in her approach and is very aware of the importance of working together to fully support children's individual needs.

The childminder is fully committed to maintaining a high quality service for children and their families. She is an experienced childminder and makes very good use of ongoing training opportunities, in order to build on her already good childcare skills and knowledge. She works closely with the local authority adviser and welcomes suggestions and advice received. She regularly evaluates and reflects on 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. For example, she plans to develop the

outdoor learning environment by providing more opportunities for children to learn about nature, including birds and insects.

### **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

<b>Unique reference number</b>	EY224266
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	869848
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/05/2011
<b>Telephone number</b>	

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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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