

Inspection date	10/10/2013
Previous inspection date	21/01/2011

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		1
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 good knowledge of the seven areas of learning and engages well with children. She successfully promotes learning through children's interests and completes accurate assessments that consistently monitor children's progress.
- Children form exceptionally strong bonds with the childminder and her assistants and develop positive self-esteem and confidence very quickly.
- Children develop an exceptionally good understanding of healthy lifestyles and rapidly learn how to take care of their personal needs, which prepares them well for their transitions and future learning.
- Self-evaluation is rigorous and is continuously updated through many forms of reflective practice, which involve assistants, parents and children. Improvements that are made greatly enhance the experiences that children have.

It is not yet outstanding because

- There is scope to enhance children's understanding of nature and living things by providing a wider range of activities and resources that encourage digging, planting and growing.
- There is scope to reassess the grouping of children in some occasional activities to ensure that all children benefit fully and that experiences are always meaningful and maximise children's 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 had a tour of the premises and spoke with children.
- The inspector observed children indoors and outdoors.
- The inspector and childminder completed a joint observation and discussed this.
- The inspector considered the views of parents, sampled documents, policies and procedures and looked at children's observations and assessments.

Inspector

Anne Barnsley

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 10, eight and six years in a house in Skellingthorpe, Lincolnshire. 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 takes and collects children from the local schools and pre-schools.

There are currently 22 children on roll, of whom 11 are in the early years age group and attend for a variety of sessions. The childminder has two regular assistants who work with her and some additional supply staff to cover absences. Her core hours each week day are 8am until 6pm when working with her assistants. She provides additional hours, on request, from 6.30am until 8.30pm when she works alone. The childminder works all year round, 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 children's understanding of nature and living things by providing a wider range of activities that promote this, for example, digging, planting and growing activities
- consider the ages and stages of children more carefully when they all take part in a group activity to ensure that this is appropriate for all children and enables them all to learn to their maximum potential.

Inspection judgements

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

The childminder promotes children's learning and development effectively. She has two assistants, who work with her on a daily basis and as a result, children receive high levels of support with their learning and development. The childminder and her assistants know children well and have a good understanding of the areas of learning and how young children learn at different rates. The childminder ensures that purposeful information about each child is continuously shared with parents and with other settings that children

attend to help provide children with consistency and continuity in their learning. Parents and other settings are also asked to contribute information about children's learning and experiences to enable the childminder to gain an in-depth understanding of each child's experiences beyond those that they have with her. Children have a strong voice in the setting and are actively encouraged to talk about things they enjoy at home and at nursery. Every effort is then made to continue these experiences through extended learning. The childminder and her assistants complete purposeful observations when they notice any child achieving or showing a particular interest in something. Observations are supported with photographic examples of what is taking place, which brings children's learning to life for parents. This information is used well to assess each child's ability and to raise relevant next steps in their learning, which provides them with challenge to help them make continued progress. The childminder achieves this by planning activities that focus on children's areas of interest or need. Accurate tracking of children enables the childminder to provide all children with the correct level of challenge or support to ensure that all children are included, motivated and eager to learn. Her interactions and those of her assistants during both child-led learning and adult-led learning fully engage some children and extend their language and thinking through the use of good quality questioning. However, in a minority of cases, children of various ages are involved in the same activity and this does not fully meet the needs of all children. This is because children have different abilities, levels of understanding and different attention spans. For example, all children participate in a leaf-painting activity, which suits the needs of the three- and four-year-old children, but does not meet the needs of the babies to the same extent. However, appropriate resources are used for the different ages of children. Younger children have their own playroom to play in and only use the lounge when the older, school children are not present. This ensures that young children only have access to age and stage appropriate toys, games and resources.

The childminder and her assistants work together very closely and children receive high levels of engagement as a result. The setting is very well-resourced indoors and children access their own choices or are confident to ask to do things they like. Since the last inspection the childminder has had an extension built and has created a stimulating playroom with many visual displays, which add interest. She has worked hard to create a stimulating learning environment and has mostly achieved this. However, outdoors is currently less stimulating than indoors as it does not yet enable full creativity. Plans are in place to develop this area further, for example, by having artificial turf fitted to make the garden more durable. Children enjoy playing on the apparatus and using the large trampoline, which helps develop their physical skills. They have less opportunity to participate in growing activities at the moment to enhance their learning about nature and living things. Although, making a growing bed for children to grow their own vegetables is raised in the improvement plan, children currently have minimal opportunity to grow, plant, dig or to learn how to care for living things, such as plants. This is achievable with pots and troughs on the patio, for example.

Children are very happy in this setting and make strong friendships. They learn to make friendships outside of the setting as they regularly attend toddler groups and activities at the children's centre. This helps with future transitions as children become familiar with different environments, routines and adults. Children are often taken out and about into the community where they learn about the different jobs people do, for example. This is

made possible as the childminder was successful with being awarded a grant with which she bought a six-seat-pushchair-bus. This enables her to take out all the very young children at the same time and ensure that all children are fully included. The childminder focuses a great deal of attention on the prime areas of learning, for example, helping young children learn about feelings. As a result, children's play is extremely cooperative and industrious as they understand sharing, turn-taking and how to help each other. Specific areas of learning are introduced to children through both planned activities and through natural play experiences and ensure that all areas of learning are covered well. Children learn to recognise colours, shapes and numbers through games, conversations and creative activities. They recognise numerals and quickly become competent with using mathematical games on the computer. Children communicate well and are articulate talkers. They have a strong sense of belonging as they make their preferences known, ask questions and are confident to initiate conversations. Children are well-prepared for their transition to school. They are able to take care of their personal needs by the time they move on and they have a good understanding of letters and numbers. Focus activities take place for children who are approaching school age to help them learn how to recognise and write their name. Many role play activities are planned about going to school, which involves conversations about new routines and what teachers do. The childminder also encourages older children in the setting to share their school experiences with the younger children to motivate them and ignite their curiosity and desire to ask questions. This all contributes well to helping children look forward to moving on to school with a positive attitude.

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

The childminder gathers comprehensive information from parents about their child's individual needs when they first start. All children and parents are invited to settling-in sessions for as long as they feel these are needed. This gives the childminder, parents and children a good opportunity to get to know as much as they can about each other. Assistants are also present, which helps parents to feel confident with how the setting is organised to support their child. Children form very strong bonds with the childminder and assistants because they are reassured by the close interactions that take place with parents and because the information that is gathered from parents is used effectively to help them settle. The childminder fully understands each child's background and family circumstances and is able to support children and families very well. She keeps parents extremely well-informed about their child's day and works very closely with them around their child's developing and changing needs. This helps to ensure that new routines are agreed and established quickly. The childminder focuses well on the prime areas of learning, which help children to develop a strong sense of belonging and the physical and communication skills necessary to become independent learners. This prepares children well emotionally for their transitions to other settings.

Children have a consistent routine everyday with which they are familiar. This enables them to know what to expect and how to do things. Children behave extremely well as a result. As children grow they become increasingly aware of how to take care of their own needs and require less and less support as they do this independently. In addition to

taking care of their personal needs and learning to wash their hands, they also learn how to become confident with organising their own play and making independent choices. They learn to take care of their resources and environment by helping to tidy away their toys and they learn how to manage risks as they use their resources safely, for example, the large apparatus in the garden.

The childminder provides safe surroundings, which enables children to explore and be active learners. Children are taught to recognise dangers and how to manage risks safely, for example, fire safety and road safety. Children participate in emergency evacuation drills and they understand why they wear high visibility vests when they go out and about. They develop their understanding of safety further through well-planned activities and guidance.

Children's good health is promoted extremely well. Hygiene standards are robust and the childminder and her assistants model these high standards to children continuously as part of the daily routine. For example, all children have their own individual towels, which are changed daily or sooner if needed. Children see changing mats being cleaned after each use, tables being wiped and hand washing taking place. They learn to do this for themselves and understand the reason why this is important. Children enjoy plenty of nourishing snacks and meals and have continuous access to water. All meals are home-cooked using fresh produce. The childminder and one of her assistants have both completed training around the safe preparation of food and healthy eating and have good knowledge of providing balanced, nutritious meals for children. They support children with trying new foods by having food tasting activities and this has helped many children enjoy different foods. All children are confident to try previously untried foods and this became noticeable at a food tasting activity that the setting was invited to at the local school. All the minded children knew how to sit nicely, which shows they are developing positive social learning and all of them were confident to try all the types of foods. The childminder said that this is significant progress and they feel very proud of their children, some of whom were previously fussy eaters. The childminder and assistants all sit with children at mealtimes and create a homely, family environment, which promotes social learning and language extremely well.

Children spend much time outdoors being physical, visiting places of interest and getting lots of fresh air. They have quiet times during the day where they engage in less active play or can have a sleep or rest. The childminder has purchased several pod-beds for the younger children and provides individual bedding for each child. Children settle extremely well in the pod-beds, which are inside a tent-like structure. They are very snug, secure and sleep very well. This helps to ensure that they do not become over-tired and also learn how to understand their bodies and physical needs. The combination of nutritious food, fresh air, exercise and rest throughout the day fully promotes children's physical well-being.

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

The childminder has a strong understanding of the seven areas of learning. She monitors her planning and assessment procedures well to help her identify any gaps in children's achievement. This includes completing the progress check at age two and enables her to take appropriate action to support children if they are not reaching their expected level of development. She shows very strong commitment to developing her practice further, for example, she completes training and uses research materials proactively to further her knowledge. She discusses early years practice with her assistants and other practitioners to share ideas and to enhance existing ones. Since the last inspection the childminder has continuously reviewed the effectiveness of the environment and practice and has raised purposeful targets for driving improvement. This includes meeting the recommendations that were raised at the last inspection. She actively seeks the views of parents, children and her assistants and takes their views seriously. She has increased her resources and has had a playroom built. She has introduced new systems for when children arrive in the morning, used a grant to buy the six-seat-pushchair-bus and has completed further training courses. These improvements have successfully moved the setting forward and ensure that the previously high standards are maintained and continue to benefit children. Future plans are well-targeted and show a strong commitment to fulfilling the childminder's ambition to provide consistency high levels of care and learning.

The childminder establishes very positive relationships with parents. For example, she actively seeks information from parents about children's care, learning and development, in order to provide continuity of care. She works long hours to accommodate parents, sometimes at short notice and is always willing to talk to parents if they need support outside of childminding hours. Overall, parents express that they are very happy with the care and learning provided. The childminder fully understands the importance of developing positive relationships with other professionals and providers involved in supporting children's care and education. She works closely with a variety of pre-schools and nurseries that children attend to ensure continuity and consistency in their learning and development. She has close links with the school as she goes there daily with children. This contributes to children's transitions when it is time for them to start as they become familiar with the school. She also works closely with specialised professionals, who support children with special educational needs and/or disabilities.

The childminder successfully implements the safeguarding and welfare requirements and she ensures that her assistants have the appropriate skills and knowledge to do likewise. She has completed safeguarding training and has a good understanding of the different types of abuse and indicator signs that would raise concerns. Clear procedures are in place for identifying children at risk of harm and for liaising with the appropriate agencies. This ensures that children are well protected and given high priority at all times. The childminder supervises children very well and completes detailed risk assessments of her home. As a consequence, effective steps are taken to ensure that hazards to children are kept to a minimum. For example, the premises are secure and visitors are closely monitored. All adults who have regular contact with children are vetted for their suitability and assistants are provided with an induction to ensure they understand their role and the expectations of the childminder. The childminder has developed a comprehensive range of written policies and procedures. These provide parents with clear details of how she organises her setting to keep children safe, such as a safeguarding children policy and behaviour management procedures. Each policy supports the effective management of her

provision and these are shared with parents. This ensures that parents have all the necessary information about how the childminder promotes children's welfare and organises her day to 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	EY404409
Local authority	Lincolnshire
Inspection number	934536
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	0
Name of provider	
Date of previous inspection	21/01/2011
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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