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| Inspection date | 09/10/2013 |
| Previous inspection date | 07/12/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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

- Skilful use of open questioning by the childminder extends children's learning, in particular their language development.
- Assessments are thorough and provide evidence of the good progress children are making. They are also used to plan individualised learning experiences for children.
- Children experience a wide and interesting range of activities, this enables them to develop well across the areas of learning.
- The childminder has a full understanding of the importance of safeguarding. Safety of the children is given a high priority and consequently, children feel safe.
- The stimulating environment allows children to explore freely. This promotes their independence and allows them to play an active part in their learning.
- Strong partnerships with parents and schools provides a strong link in children's learning, development and care needs.

It is not yet outstanding because

- There is scope to further enhance the already good measures used to support children with English as an additional language, particularly how the childminder can more effectively support and use children's home language to build their language development even further.

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 conducted a tour of the premises.
- The inspector conducted observations within the home.
- The inspector accompanied the children on the school run.
- Discussions were held with the childminder and the children.
- A meeting with the childminder was held.
- Documentation was reviewed, including, the views of parents, assessment of children's learning, risk assessment and planning.

Inspector
Ben Hartley

Full Report

Information about the setting

The childminder was registered in 2004. She lives with husband and three children aged 14, nine and three years in Moulton, Northamptonshire. Their home is within walking distance of the local school, shops and recreation grounds. The whole of the ground floor is accessible to minded children, with an accessible toilet and hand washing facilities available within these areas. There is a large enclosed rear garden which is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, of whom one is in the early years age group. The childminder supports children who speak English as an additional language. The childminder 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 further the support given for children with English as an additional language by giving even more support and importance to their home language.

Inspection judgements

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

The childminder has high expectations of the children and a good understanding of how children learn and develop. The well-resourced, stimulating environment is planned well and allows children to explore freely and make choices about the activities they undertake. There are also targeted activities to extend children's learning. For example, a child does not particularly like to engage in painting or creative activities, but does enjoy playing with the cars. This led the childminder to plan an activity to paint with cars. This engaged the child in his learning and ensured he was interested in the activity as well as widening his range of experiences. Children also engage in their own independent play and enjoy the calm environment, this results in positive behaviour choices. Children also display the characteristics of effective learning. This is supported by the childminder's planning of the environment as well as children's interests being incorporated into activities. The link with the local school enables the childminder to develop strategies to help children progress in their development.

Children are making good progress in their learning and development. This is helped by

the wide ranging and engaging educational programme that is implemented effectively by the skilful childminder. The thorough assessment of the children's learning allows the childminder to create individual plans to create challenge for children. The childminder also uses open questions to enhance children's learning. For example, during a story she links to different aspects of learning by asking, 'what might happen?' and also allows the child to predict familiar aspects of the story. This means the child uses a wide vocabulary to express how the characters in the story may be feeling and also widens her learning. This type of environment allows children's learning to be extended consistently. The childminder accesses support to ensure that she provides individualised care for children who speak English as an additional language. For example, she gains additional knowledge from speaking to school teachers about the best possible ways of promoting children's language development, for example, through the use of simple sentences. However, there is scope for further development in this aspect of the provision, in particular how the childminder uses children's home language to support and build on their language development.

Parents are involved in their children's learning and the childminder provides a strong link between the home and the school. For example, daily information is relayed in order for parents to fully support their child's learning in the home environment. This type of strong communication enables a continual link between the home and the childminder, and consequently enhances children's learning. The childminder also makes good use of the local facilities and her minibus to increase the diversity of experiences for children and promote their physical development. For example, she takes the children swimming at a local pool, which not only enhances their physical development but offers a wider learning opportunity for children in a different environment.

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

The stimulating environment is welcoming and safe for children. The resources are well-organised and easily accessible for children; they can therefore choose their own play activities. Due to improvements being made to the home there is currently no outdoor space available for children within the childminder's home. To ensure the children are still able to access outdoor play environments the childminder is using the local environment including parks and schools. Children display an eagerness to learn and attain additional knowledge. For example, during the walk to school, a child ask questions about the leaves on the ground and is beginning to use some more complex words in the appropriate context. Additionally, the childminder skilfully uses the older children in the environment to support the younger children. This allows them to experience a different type of learning and promotes their communication with their peers.

Children make close attachments with the childminder and also form good relationships with their peers. This gives the children a high level of confidence and promotes their self-esteem. It also provides children with a solid base of personal, social and emotional development, this ensures progression is made across the other areas of learning. The warm and affectionate nature of the childminder means children separate from their main carer easily. These relationships further enhance children's development and increases their well-being. The childminder is also a positive role model for the children and actively

promotes positive behaviour management strategies within her home.

The childminder also gives a high priority to health and exercise. For example, when children arrive she ensures that they go to school having had breakfast. She emphasises the importance of the meal in ensuring children are able to learn throughout the day at school. Additionally, the childminder ensures that children have opportunities to play outside on a daily basis. She demonstrates a thorough understanding of the importance of exercise and also promotes the importance of exercise to the children in her care. The food offered is varied and prepared from a hygienic area.

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

The childminder has strong procedures in place to ensure the safety of children within the home. She has a good understanding of how to keep children safe and gives this aspect of her provision a high priority at all times. Thorough risk assessments are also in place and any work being completed at the home is done in an enclosed area away from the children. The parents have also expressed their support for the childminder, 'it is abundantly obvious to me the importance of the welfare of the children in her care'. Safety is also considered on outings, in particular on the school run. For example, the childminder has found an appropriate place away from the main traffic to park her vehicle, in order to maximise children's safety.

Partnerships with parents and the school have also been developed. The childminder uses these to ensure consistency of care and the efficient sharing of information. Parents contribute to their children's learning and care, including being involved in the assessment upon entry into the childminder's care. This regular communication enables a strong link in children's learning to be developed between the home and the childminder. The childminder has also developed a good partnership with the school that the children attend. For example, when dropping the children at school during the morning she effectively communicates the care needs of the children and passes on information from home. The information received by the teacher at the end of the day is also passed on to parents, either through verbal communication or forms that have been developed.

The childminder also demonstrates the ability to reflect and improve on her own practice. For example, she has taken on an additional role within a school in order to fully support children's learning within her childminding. This commitment is also displayed by the improvements made based on the recommendation in her last report. The childminder now gives the children additional opportunities to learn about culture and experience diversity. For example, she visits the library to gain access to books in a number of different languages. She also uses it to access dressing up clothes from around the world. The childminder has also set realistic targets for improvement based upon gaps in her knowledge and the needs of the children. For example, she has worked closely with the teacher to gain additional information about the specific needs of children who speak English as an additional language.

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

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| Unique reference number | EY294938 |
| Local authority | Northamptonshire |
| Inspection number | 932228 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 0 |
| Number of children on roll | 8 |
| Name of provider | |
| Date of previous inspection | 07/12/2010 |
| 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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