

Inspection date	18/10/2013
Previous inspection date	19/06/2012

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 childminder has a good awareness of how young children learn. She creates an enabling, child-friendly environment with activities and play experiences that capture and engage children's interest. As a result, they make good progress.
- The childminder has close bonds with the children, which enables them to feel secure and confident in her care. They enjoy their time with her and her family and consistently demonstrate good levels of independence and curiosity.
- The childminder gives a high priority to the supervision of children and to keeping them safe. Safeguarding policies and procedures are followed vigilantly and any risks are minimised effectively, which means children are protected from harm.
- Partnerships with parents are very good and information is shared with them on a daily basis keeping them well-informed about their child's development and well-being.

It is not yet outstanding because

- There is scope to further enhance the way children are able to share with the childminder how they are feeling.
- There is scope to enhance the stimulating outdoor play area by extending the use of print, to support children's developing understanding of words and numbers.

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 the childminder and the children engaged in a range of activities in the lounge.
- The inspector talked to the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of the childminder's documentation, including children's records of learning, risk assessments and daily diaries.
- The inspector acknowledged the views of the parents through written responses to questionnaires and through those spoken to on the day of the inspection.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and six years in a house in Scunthorpe. The whole of the ground floor, the bathroom and the two bedrooms on the first 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 collects children from the local schools and pre-schools.

There are currently 13 children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7.30am until 6pm, Monday to Friday all year round, with the exception of family and bank 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 the ways in which children can let others know how they are feeling, such as using feelings books or enabling children to place their own photograph on a feelings board

- enhance the outdoor learning environment making it richer in print to further promote and support children's understanding of words and letters.

Inspection judgements

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

Children enjoy coming to the childminder's home because she provides activities that are of interest to them. Parents provide information about their children before they start, about their children's preferences, characteristics and capabilities. As a result, the childminder can use this information, along with her own initial observations, to complete children's starting points and provide for their future learning. She observes children while they play and uses this information to prioritise their learning requirements and plan challenging activities for each child. She records their achievements in their development

records, which she shares with parents on a regular basis. The childminder successfully completes the progress check at age two. This check is shared with parents, who comment that they are happy with the progress their children are making. Adult-led and child-initiated activities are well-balanced and they enhance and challenge children to be active learners. Children are acquiring good skills to help them in their future learning, as they move onto nursery and school.

Parents are involved in children's learning from the start. The childminder discusses children's next steps with their parents and provides regular summary sheets. As a result, parents know how children are progressing towards the early learning goals. Both parents and childminder discuss daily what children have been doing. This provides opportunities for both parties to have up-to-date knowledge of children's achievements and can provide for children's learning effectively. The childminder also encourages the parents to complete a 'things I have been doing at home' sheet. This further complements learning for children and ensures a collaborative approach to their ongoing development.

The childminder forms close bonds with younger children, she talks to their parents as they arrive and this enables her to be fully aware of how children are each day. The childminder encourages children to explore the safe and stimulating play area, promoting self-choice and decision making in their play. She is working with the very young children on their emerging creativity and promotes this well. She is aware that some of the children are less keen to engage in 'messy' activities and so uses her good quality teaching skills to promote their engagement in fun and interesting ways. For example, children have great fun as they play with the crispy rice. They feel and squash the rice, passing it from hand to hand and copying the childminder who fills and empties cups and scoops. Children look at the rice as it sticks to their fingers, they like to hear the crunching sound as they squeeze it and ultimately they enjoy the taste as they put it in their mouths. The childminder's planning shows this is an introductory activity for the younger children before moving on to explore other textures and malleable materials.

The childminder supports children's early speech and listening skills through a range of activities and ongoing daily routines. For example, as young children play, they babble to themselves and the childminder. She listens to them intently supporting them to feel valued and responding with enthusiasm and interest by repeating the sounds and early words they say. She introduces new words to them and uses demonstrations of the word to support their understanding, for example, full and empty as they play in the crispy rice. The childminder also makes good use of action songs and rhymes to support language development. Children join in with the familiar words to the songs, which further supports their developing language. Their interest and listening skills are also further promoted as the childminder introduces props for the children to hold, which link to the songs. The play areas within the home show good displays of posters and written words and a wide selection of books are freely available. However, some areas of the setting, for example, the garden are not as rich in print to support the more able children in their letter recognition and understanding that words carry meaning.

Children's physical development is well-supported by the childminder and children have daily opportunities to play in the childminder's garden or visit local parks and childcare groups. She works closely with other providers within the local area and regularly meets

with other childminder's and their children. Together they enjoy joint outings and stay and play sessions at the local children's centre. This provides them with good opportunities to develop their social skills and their interaction with other adults and children.

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

Children are happy and content and the childminder knows them well. Settling-in is a gradual process that is tailored to suit the individual needs of each child and parent to ensure everyone is happy. Children play in a safe, welcoming and friendly environment, where they are happy and settled. They enjoy a very varied range of activities to support their development across the areas of learning. Resources are cleaned regularly and are age and stage appropriate ensuring they are suitable for children. They are stored at a low-level so that they are able to access activities of their own choice, and consequently, are interested and motivated well to learn. Warm and caring relationships help children to feel confident and safe in their environment, and positive support and encouragement through praise helps to build their self-esteem.

The childminder acts as a good role model in the calm and consistent way she approaches behaviour management. Children are well-behaved and respond well to her support and guidance. She shows kindness and respect to children, giving them choices and waiting for them to make decisions. This gives children the confidence to independently explore their environment, and therefore, extends their own learning. There is however, scope to further improve the way some children are able to share their feelings with the childminder, other adults and their peers. The childminder ensures children play safely through thorough supervision and guidance. She encourages them to learn to keep safe, such as by joining in the fire drill practices and using safe road crossing techniques when out and about. Good standards of cleanliness and hygiene are promoted. For example, effective personal hygiene routines are followed, and children understand the importance of hand washing before eating their food. They use the bathroom with sensitive guidance from the childminder and to assist with children learning these skills the childminder has put posters in the bathroom, to show how to wash hands correctly. Children's independence is encouraged through providing opportunities for them to do things for themselves. For example, younger children are encouraged to feed themselves at meal and snack times and all children know to take their shoes off when they come into the home.

Children's health is promoted well as the childminder provides healthy and nutritious foods, as well as encouraging parents to provide healthy options in their children's lunch boxes. Drinks are readily accessible to children throughout the day and younger children are reminded to have a drink to ensure they remain hydrated. Daily access to resources in the outdoor area, as well as trips to local parks provide good opportunities for children to develop their physical skills, enjoy exercise and develop their understanding of a healthy lifestyle.

The childminder is enthusiastic about taking children on trips to local parks, the children's centre and other child-orientated groups. This helps to develop their understanding of the

community and to socialise with other children, developing their skills away from the childminder's home. The childminder liaises well with local pre-school and schools to aid children's move from her home to another establishment. She has put together a summary sheet of children's achievements to pass on to other settings. As a result, children's moves to other establishments run smoothly and provide continuous care and learning.

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

The childminder demonstrates a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She plans a variety of experiences for children, which are tailored to their individual needs. This is supported by her use of observation and assessment to support children's individual learning and development. The childminder has implemented well-written policies and procedures, which are effective in practice and shared with parents. All aspects of the premises, both indoors and outdoors, are subject to thorough risk assessments. All hazards are identified and minimised, which ensures children learn in a safe and secure environment. The childminder has a good knowledge of safeguarding procedures and is fully aware of what to do in the event of her having a concern about a child. She has attended training in child protection to ensure her knowledge of the signs and symptoms of abuse are secure. The childminder ensures that children are well-supervised throughout the day, when in the setting and on outings. She has a good understanding of appropriate adult-child ratios and works within these enabling her to keep children safe and protect them from harm.

The childminder effectively monitors the progress of children in her care through her secure understanding of the learning and development requirements and her good understanding of child development. This assists her in assessing that children are developing well in the expected range for their age. The childminder provides children with a wide and balanced range of experiences to help them make good levels of progress and meet their learning needs.

Partnerships with parents are strong because they are kept well-informed about their children's progress and well-being through the daily diary system, and the sharing of children learning records, including the summary of children's progress at the age of two years. Parents are pleased with the quality of the provision and say how much their children enjoy attending because of the interesting and exciting range of activities provided for them. They say the childminder is very flexible and this is greatly valued by parents, as well as the good level of care and safety provided for the children. The childminder benefits from links with other childminder's in the local network and they work closely together and share positive guidance and support. She liaises efficiently with other childcare professionals, such as those from the local authority, to help develop her further understanding of childcare issues. As a result, children's needs are effectively met. The childminder communicates and makes links with others, where children attend other early year's settings. This enables children to receive a consistent approach to enhance their development.

The childminder is keen to provide the best quality care and learning for children and works hard to improve her practice. She has successfully completed the recommendation raised at the previous inspection, showing a drive for improvement. She knows her strengths and has plans in place to promote her own learning, as well as that of children. For example, she has undertaken a training course on characteristics of effective learning. This has assisted her in improving her already good quality of teaching, by enhancing the provision of activities for children. She understands the importance of self-evaluation and is constantly reflecting on her practice. She involves children and parents in this process, which benefits children over time.

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
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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	EY422172
Local authority	North Lincolnshire
Inspection number	935633
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	13
Name of provider	
Date of previous inspection	19/06/2012
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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