

Inspection date	01/11/2013
Previous inspection date	10/04/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children engage in a good range of freely-chosen play experiences, which enable them to learn and explore at their own pace.
- Children enjoy the company of the childminder because she is positive in her encouragement and shows a genuine interest in what children are doing.
- Children gain confidence in using language because they share conversations with the childminder as they play.
- Children settle rapidly and develop effective bonds with the childminder and a strong sense of belonging to the setting.
- The childminder has a secure knowledge and understanding of how children learn and develop, she carefully observes to assess their skills and interacts effectively to improve their learning. As a result, children make good progress.
- The childminder ensures that all children are safeguarded. She is fully aware of her individual responsibility to protect children from harm.

It is not yet outstanding because

- There is scope to improve the arrangement for assessment, particularly in obtaining even more information from parents about what their child can already do so that each child's learning needs are fully known.

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 children in the playroom and outdoor area.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked through children's assessment records, planning and self-evaluation document and reviewed a selection of records and policies.
- The inspector took into account the views of parents spoken to on the day and expressed in questionnaires.

Inspector

Michelle Morley

Full Report

Information about the setting

The childminder was registered 2010. She lives with her parents in Lincoln, Lincolnshire. She works jointly with her mother who is also a childminder and also has the support of an assistant. The whole of the downstairs is used for childminding. The setting is accessed through an enclosed yard. The family has a rabbit as a pet.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She currently has a total of 25 children of a mixed age group on roll; of these seven children are in the early years age group. She also has the support of an assistant and works with another childminder on the days when she is busy and during the holidays. The childminder walks to local schools and pre-schools to take and collect children and she also takes children on outings.

Children attend on a full and part-time basis. The childminder is available Monday to Friday from 7.30am until 6pm, all year round apart from family holidays. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. 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 ways of how information is gathered from parents about their child's prior skills on entry to the setting so that all children fully benefit from a shared understanding and common approach to supporting their progress.

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 knows the children well and has a good understanding of the areas of learning and how young children learn at different rates. She continually supports and challenges children in their play as they bring toys, books and games over to her to share. For example, a young child selected a game and asked the childminder if she would play with her. When rolling the dice the child was encouraged to identify the number and they checked if she was correct by counting the dots together. Lots of verbal praise was offered, promoting the child's confidence and raising her self-esteem. The childminder successfully supports children's communication and language skills by talking to them, asking open-ended questions and

building on their vocabulary. As a result, young children are learning to communicate effectively. She introduces number, colour, shape and positional language in children's every day play to build on children's mathematical knowledge and understanding.

Important initial information is requested from parents prior to children starting using an 'All about me' form. This allows the childminder to gain a good knowledge of children's starting points on entry in order to provide a tailored learning experience right from the start. However, this depth of information is not consistently gathered for all children to ensure that their abilities and stage of development on entry are fully known.

Children have regular opportunities to explore their local community through using the nearby park and exploring at the Arboretum. They are able to play and explore their natural environment and further develop their understanding of the world. The outdoor area has been developed to better utilise the space on offer. It provides a fenced off area for the younger children to play safely and ride-on toys to support physical development. The mud kitchen encourages children to use their imagination through experimenting with a range natural materials and textures. The childminder has a pet rabbit for the children to help care for, which teaches the children to be kind and gentle.

Regular observations are completed and the childminder uses information gained from them to make an accurate assessment of their achievements. As a result, she is able to demonstrate a good knowledge of individual children's current age and stage of development. Planning is taken from observations and is used to identify next steps in order to challenge children further incorporating children's individual interests. This means that the childminder supports children well and helps them develop the skills needed for their next stage in learning.

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

A good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with the childminder. Children's behaviour is good and this shows that they feel safe in the setting. Children are confident and show a growing sense of independence. They are developing their self-help skills, which are relevant to their age. For example, children are shown how to zip up their coats when getting ready to go outside, with the childminder offering encouragement and support. As a result, children gain confidence in their growing abilities alongside developing their physical skills. The playroom is decorated with children's artwork and a variety of interesting wall displays to which the children have contributed. This helps the children to feel valued and have a sense of belonging. A fire evacuation procedure is in place and children take part in emergency evacuation practises, which enables them to develop an understanding of keeping themselves safe in an emergency.

The childminder uses effective methods to support children's understanding of equality and diversity. She celebrates a handful of festivals from around the world and children have access to a range of resources that reflect positive images of the diverse society. As a result, children learn that they have similarities and differences that connect them to, and distinguish them from others.

Appropriate hygiene practices are in place to reduce the risk of cross-infection. Young children are supported well when the childminder assists to clean their hands before and after eating meals and after touching the rabbit. This means they begin to develop an understanding of the importance of good personal hygiene to maintain their good health. The childminder encourages children to be healthy by providing fresh drinking water, healthy snacks and fresh air on a daily basis. They have the opportunity to rest and have quiet time after lunch when the curtains are closed and sensory lights are switched on to create a calm, peaceful atmosphere. The younger children are able to rest on soft mats while the older children have the opportunity to use interactive tablets or enjoy some special time with the childminder. The childminder discusses and follow home routines alongside parents to ensure she is always meeting each child's needs well.

Links with local schools and pre-schools are well established to ensure continuity of care. For example, the childminder takes and collects children from the local school and pre-school and know the staff well. She is able to communicate with staff and share relevant information to enable smooth transitions.

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

The childminder has a secure knowledge and understanding of safeguarding in order to protect children. She knows the signs and symptoms of abuse and who to contact should she have concerns about the welfare of a child. Clear child protection policies and procedures are in place to protect children and the childminder has attended further training to extend her knowledge of specific safeguarding issues. Children are cared for in a safe, secure and clean environment. Effective procedures are in place to access risk and hazards both in the home and on outings. This allows the childminder to take immediate action on potential risks to the children. Policies and documents are well organised. Clear medication consent and accident recording procedures are in place to further protect children and both the childminder and her assistant hold valid first-aid certificates. As a result, children are kept safe.

The childminder has a good understanding of the seven areas of learning and how to challenge children effectively. She follows children's interests and allows them to lead in their learning, providing prompts and appropriate questioning. This supports children to become active learners and be able to think critically. The childminder shows a good understanding of how to effectively track children's progress. She has a good knowledge about each child's current age and stage of development, which helps her to identify any gaps in their learning. This information is shared with, parents so that they know about their child's achievements.

The childminder contributes to an effective self-evaluation and has an action plan in place, which identifies targets for ongoing improvements. For example, to develop a more simple, but effective planning, observation and assessment system to reduce time spent on paperwork. Partnerships with parents is highlighted as the childminder's strength. Relationships with parents are strong and the childminder works closely with them to

ensure children's needs are met. A parent spoken to on the day felt that her child has settled with the childminder very quickly which was reinforced by the settling-in session she was offered. She commented that her child was happy and he had talked about the rabbit on his way that morning. The childminder works in partnership with other settings that children attend in order to ensure that important information about children's learning and development is shared.

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	EY407428
Local authority	Lincolnshire
Inspection number	875329
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	25
Name of provider	
Date of previous inspection	10/04/2012
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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