

Inspection date	01/11/2013
Previous inspection date	30/04/2009

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.
- Partnerships with parents and external agencies are established and effective. This ensures that all children, including those with special educational needs, receive a good level of support in their care and learning.
- Children benefit from the positive partnerships the childminder has established with parents and other settings they attend. This is because there is a shared commitment to meet children's individual needs and to progress their learning and development together.
- An effective self-evaluation is in place, which includes the views of children and parents and identifies the childminder's strengths and areas for improvement.

It is not yet outstanding because

- There is scope to hone the arrangement for early assessments, particularly in relation to confirming information about what children can already do, so that it can be used more effectively and precisely to provide children with a carefully tailored experience right from the start.

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 carried out a joint observation with the childminder.
- 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 in 2000. She lives in the centre of Lincoln city with her adult daughter and ex-husband. The property is within walking distance of local amenities. The dining room has been converted into a playroom and is used for childminding. The children also use the kitchen and downstairs toilet. There is a small yard for outdoor play. The family has a pet rabbit.

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:

- be more proactive in confirming children's developmental starting points, to ensure that all children receive a precisely tailored learning experience right from the start.

Inspection judgements

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

The childminder is secure in her knowledge and understanding of how children learn and develop. She demonstrates a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Children explore the environment freely and independently knowing the childminder is close by. They select from an interesting range of age-appropriate resources and a mix of adult-led and child initiated activities. This supports their development across all areas of learning and helps prepare them for their future learning and move on to school. Important initial information is requested from parents prior to children starting, which includes use of 'All about me' form. However, not all parents fully complete this information and this occasionally leads to the childminder not gaining robust details about children's starting

points on entry. As a result, there is scope to hone the information gathering system to ensure it is fully effective in gaining and confirming all the information the childminder needs to provide a tailored learning experience right from the start.

The childminder takes children on regular outings both within the local community and further afield. She took the children on a train ride to visit a castle with a sensory garden and children's play area. They took a picnic and were able to play and explore the 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 their physical development. The mud kitchen encourages children to use their imagination through experimenting with a range of 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.

The childminder has very good knowledge and a breadth of experience in working with children with special educational needs and/or disabilities and children who speak English as an additional language. These children are very well supported and cared for and make good overall progress. The childminder adapts her practice and home to ensure she meets all children's specific needs and requirements. She works closely with parents and other professionals to support and achieve the best possible outcomes.

Planning is strongly focused around children's individual interests and ideas, and is supported and extended by themed displays around the room. For example, a display currently being developed is based on the 'big reading adventure' which is a play-based approach to reading to support children's literacy development. It consists of using children's favourite characters to gain their interest and engage them in learning. Regular observations are undertaken which the childminder uses to challenge children further. As a result, she is able to demonstrate a clear knowledge of individual children's current age and stage of development.

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

The childminder continually discusses home routines with parents so that she is confident in always meeting each child's needs well. The settling-in process is effective and supports children to make the smooth transition between home and the childminder. Effective daily communication with parents ensures they are kept informed about their child's learning and well-being. As a result, parents are reassured to leave their children, knowing they are settled, happy and safe. Close, secure attachments are evident between the childminder and children. Children display a strong sense of self-esteem as they confidently interact with the other children and visitors.

Children's behaviour is good due to the clear boundaries and gentle guidance provided by the childminder. 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 able to put on their own coats using a simple technique shown to them by the childminder. As a result, children gain confidence, self-esteem and a sense of achievement due to the continuous praise and recognition from the childminder. 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. Children are developing a general awareness of understanding risk through every day activities that test their abilities and confidence. For example, children are encouraged to use the play equipment at the local park and negotiate walking along walls, knowing the childminder is always there for support and reassurance. The children participate in regular fire drills using different exits so they know how to evacuate the premises quickly and safely.

Children have access to fresh drinking water, healthy snacks and fresh air on a daily basis. They are encouraged to learn the importance of basic hygiene and ensure their hands are clean before eating, after using the toilet and touching the rabbit. 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 the electronic tablets or enjoy some special time with the childminder. The childminder will discuss and follow home routines alongside parents to ensure she is always meeting each child's needs well.

Transitions between home, school and other settings are managed well. As a result, the childminder successfully supports children's transitions to their next stage in learning. She has built up strong links with the local school and pre-school and information is shared effectively to support children's ongoing learning and development. For example, a recent two year check for a child that attended both settings was carried out jointly between the childminder and pre-school. This enabled both the childminder and pre-school to share their observation and assessment records for the child in order to produce a detailed, accurate report.

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

The childminder demonstrates a good understanding of how to safeguard children's welfare. 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.

The childminder plans and provides an effective learning environment that supports

children's learning and development in all areas with a clear focus on their interests. She shows a good understanding of how to effectively track children's progress and can clearly demonstrate her knowledge about each child's current age and stage of development, although, there is more to do to ensure the information gained from parents at the start of the placement is more robust. The effective self-evaluation process means that the childminder is able to continuously improve her practice with views taken from parents, children and the assistant. 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 achieved through the settling in session she was offered. Other parents comment that the childminder 'is an outstanding person and an amazing caregiver'.

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

Unique reference number	208782
Local authority	Lincolnshire
Inspection number	876293
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	30/04/2009
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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