

Inspection date	21/11/2013
Previous inspection date	15/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children form secure attachments with the kind and caring childminder, which enables them to settle well in her care.
- Appropriate toys and resources are available, which are easily accessible and meet children's interests and learning needs.
- Positive relationships are in place with parents and information is regularly shared regarding children's care and learning.
- The childminder is committed to improving her practice. She attends training to improve her knowledge, and to extend the experiences children have in the setting.

It is not yet good because

- The childminder is not using the information gathered from observations to effectively track children's progress and plan challenging activities.
- Children have fewer opportunities to broaden their sensory experiences through exploratory play.
- There is scope to improve the exchange of information when children attend other settings so that there is continuity in their 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 observed activities taking place in the conservatory.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's self-evaluation form, the register of attendance and a range of other documentation.
- The inspector checked evidence of the suitability of the childminder and other adults living at the premises.

Inspector

Carly Mooney

Full report

Information about the setting

The childminder was registered in 1990 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children and her son aged 15 years in Lincoln, Lincolnshire. The whole of the ground floor and the rear garden are used for childminding. The family has a pet goldfish.

The childminder attends local groups. She visits the shops and park on a regular basis. She collects children from the local school and pre-school. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure ongoing assessment is consistently used as an effective tool to inform planning and shape learning experiences for each individual child
- develop opportunities for children to enhance their sensory experiences, for example, by increasing the range of media and materials available to explore colour and texture.

To further improve the quality of the early years provision the provider should:

- improve communication with other providers to ensure that children's continuing needs are met, and that there is continuity in their learning.

Inspection judgements

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

The childminder has improved her knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage since her last inspection. She has a sufficient understanding of how children learn through play and provides a suitable range of activities that they enjoy. The childminder talks confidently about the children in her care, and is aware of their immediate interests. For example, she provides dolls and baby equipment, such as real nappies and a car seat, for a child who has shown an interest in real babies. Children happily dress and undress the dolls and

change their nappies, mirroring what they have observed and know. The childminder regularly observes children in their play and understands how these observations link to different areas of development, so that she can ensure a balance of activities are taking place. This also ensures that children are suitably prepared for the next stage of their learning, such as starting school or pre-school. However, the assessment and tracking of children's progress is not consistently secure. This means that the planning of activities is not always tailored precisely to individual needs, to provide appropriate challenge and ensure that no gaps in learning are missed. Parents contribute information that helps to assess children's initial starting points, and experiences from home are reflected in children's learning journals.

Children are warmly welcomed into the childminder's home, and show that they feel comfortable in the setting as they help themselves to familiar resources on arrival. Children's play is generally child led with sufficient support offered by the childminder when needed. For example, when completing a jigsaw puzzle. The childminder talks to children, reinforcing words and gives appropriate time for responses to her questions, which supports children's early communication skills.

Children have regular access to a computer and tablet to explore information and communication technology and play games that support their learning. Children spend time at local groups and with children from other childminders for social interaction with their peers. They have occasional opportunities when attending groups to participate in exploratory play that enables them to use their senses and they make craft items on special occasions, such as at Easter. However, exploratory play is not promoted well within the childminder's setting, which means that children are not able to regularly explore and experiment with a range of materials, colour and texture. Children's understanding of valuing and respecting others is supported through their play with suitable resources that promote other cultures.

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

Children are happy in the childminder's care and welcome her interaction with them as they play. They have formed warm and positive relationships and enjoy close contact. For example, children are cuddled closely when they wake from a sleep. The childminder enables them to wake properly in their own time before they are ready to play, which meets their individual needs. Babies hold out their arms in anticipation of being picked up when they want a cuddle or reassurance. Resources are sufficient and support the ages of the children attending. These are easily accessible and support children's independent play. Parents complete detailed written information about their children when they start their placements, so that the childminder is able to meet their immediate needs. Young children accompany the childminder on school collections and she talks to them about school life, to support their future move to nursery or school.

The childminder endeavours to promote a healthy lifestyle for the children within her setting. Children spend time in the fresh air on walks in the local community and on daily

school runs. The childminder is not currently using her garden as it is unsuitable for children to use, so she ensures that children participate in outside activities away from the setting on a regular basis, such as using the local park, to develop their physical skills. Parents provide their children's meals, but are encouraged through a healthy eating policy to provide healthy options. Appropriate snacks are offered, which include fresh fruit. Children follow suitable hygiene procedures, such as washing their hands before eating. Children behave appropriately for their age and respond well to the childminder's calm manner. She praises children when they do well, which encourages their confidence and self-esteem.

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

The childminder demonstrates a suitable understanding of how to safeguard children in her care, and has a range of policies and procedures in place to support children's well-being. All adults within the home have undergone suitability checks and children are never left alone with people who are not vetted. Documentation, such as an attendance record which supports children's safety and welfare is appropriately maintained. Effective procedures are in place to ensure children play in a safe and secure environment, including visual and written risk assessments of the premises.

The childminder has worked hard since her last inspection to meet the actions and recommendation she was set, and has developed her systems for self-evaluation. For example, she has attended a training session on the Early Years Foundation Stage to increase her general knowledge of what is required. She has also altered the way she operates, so that less children are being cared for during the day time, and therefore, children have more space to move freely and play with the toys and resources available. The links between observations and assessment of children have improved, which means children are beginning to make sufficient progress in their learning. However, tracking of children's progress requires improvement so that planning of activities is planned more precisely to meet individual children's learning needs.

Parents' views are sought in questionnaires about the childminder's services, and the most recent ones give a very positive view of the care she provides. Parents comment that the care is 'excellent' and that children are comfortable in her care. Children attend other settings. However, systems to share progress information across both settings are not embedded to fully support children's learning and well-being. For example, the childminder speaks with staff about the children's day at collection time, but is unsure if a 'progress check at age two' has been carried out by the other setting. This means that she does not have a full picture of children's development. The childminder does not currently need to liaise with outside health professionals regarding any of the children in her care, but has sufficient knowledge about the importance of joint working to support children's progress should the need arise.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	208731
Local authority	Lincolnshire
Inspection number	894473
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15/11/2012
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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