

Inspection date	29/11/2013
Previous inspection date	04/12/2012

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

- The childminder provides a range of activities and resources to promote learning opportunities that are appropriate for each child's age. As a result the children are making steady progress in their learning and development.
- The childminder has secure attachments with the children and interacts with them well. This helps them to feel secure and supports their emotional well-being.
- The childminder has formed trusting and open relationships with parents and other providers. This ensures parents receive daily verbal feedback on what children have been doing at other settings they attend as well as while at the childminder's.

It is not yet good because

- Planning, observation and assessment is not always highly effective and is not used to consistently plan for children's next steps in their learning. Information the childminder has about children's learning and development is not always reflective of their current abilities. As a result, children make satisfactory, rather than good progress.
- The childminder has not fully developed systems to effectively reflect on and evaluate her provision. As a result, some areas for development are not identified and experiences provided for children do not always present suitable challenge.
- The childminder does not effectively use information from parents to gain a secure knowledge of children's starting points, so that an accurate basis from which to measure their ongoing progress, is firmly established.

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 took a tour of the setting.
- The inspector looked at a range of documentation including children's profiles, the childminder's self-evaluation and observation and tracking documents.
- The inspector observed child-initiated play.
- The inspector spoke with the childminder, children and a parent at appropriate times throughout the inspection.

Inspector

Ann Hume

Full report

Information about the setting

The childminder has been registered for 30 years and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in the village of Welton, Lincoln in Lincolnshire with her 18-month-old child. The whole of the property, apart from one bedroom is used for childminding and the toilet is located on the first floor. The property is accessed via a step to the front door and there is a small enclosed garden available for outside play. The childminder has two dogs, fish and a budgerigar as pets. There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. She also provides care for older children over the age of five years. The childminder operates all year, providing care from 7am to 7pm, Monday to Friday. Overnight and weekend care is provided with the prior agreement of the childminder. She is a member of Professional Association for Childcare and Early Years and holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- assess children's level of progress across all seven areas of learning and use this information to plan and provide experiences that enhance and extend children's learning

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

- make more effective use of information from parents about children's starting points so that an accurate basis from which to measure their ongoing progress, is firmly established
- access ongoing support, advice and training to ensure practice is reflective and evaluative and provides experiences and opportunities that follow children's interests and provide challenge to enable them to make good progress in their learning and development

Inspection judgements

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

Children have fun as they engage in a suitable range of adult-led and child-initiated play experiences covering all areas of learning. Children have access to a range of toys and

resources and are supported by the childminder in their play. For example, a four-year-old child asks for colouring pens and paper, the childminder reminds her where she can find them and watches her as she moves a chair away from the cupboard to get them out. The child asks the childminder to draw a dinosaur for her to colour in. The child then colours her dinosaur and the childminder gives lots of encouragement, promoting the use of descriptive language, which is appropriate to the child's developmental stage. The child tells the childminder she has coloured the dinosaur's head yellow and his tail green because they are warm. She then says 'His feet are blue because they are cold'. The childminder gives lots of praise and encourages her to talk about what she is doing.

Observations and systems to track children's progress are in place. However, this information does not always reflect the current developmental stage for each child. This results in there not always being clear identification of children's next steps in their learning and sometimes results in a lack of challenge. As a result, children make satisfactory, rather than good, progress. The childminder works closely with the local pre-school where all of the children in her care also attend. She has an arrangement that the pre-school completes the progress check at age two years and she contributes to it. This is then shared with parents by the pre-school and the childminder requests a copy. Regular communication between the pre-school, school and parents, through link books and discussion ensures parents are fully informed about what their child has been doing throughout the day at each setting.

Children's understanding of the world is supported by the childminder. She has an electronic tablet that older children can use. A particular favourite game is 'The lifecycle of the butterfly'. This brings in elements of mathematics, science, communication and language. The inspector accompanied the childminder to collect the children from the pre-school. On the walk back a child aged four years, discussed the butterfly and that it had been a caterpillar and announced it had come from a 'cocoon'. She had made a paper butterfly at pre-school that morning, which had consolidated her learning. The development of children's mathematical skills is promoted through everyday activities, often initiated by the children themselves. For example, a child counts how many grapes he has on his plate and states 'I have six'. Another child asks why he has more than her. The childminder asks how many grapes she has, to which she replies 'I have five'. The childminder asks how many more does she need to have the same and the child replies 'One, but can I have two?' This demonstrates children's increasing ability to solve problems and do simple calculation.

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

The childminder has a warm and caring manner and has developed secure attachments with the children in her care. The children feel safe and secure within the setting and show confidence around the two family dogs. There is a written statement and hygiene procedure in place, that has been shared with parents to ensure the health and safety of the children is maintained. Parents spoken to inform that they are happy with arrangements regarding the dogs. Conversations between the childminder and the children whilst walking back from the pre-school to the childminder's setting, reinforce health and safety messages. Children discuss road safety and are supported by the

childminder to manage risk. An older child is allowed to run ahead to the next lamp post where she waits for the childminder to catch her up. She then runs onto the next lamp post and repeats the process. The childminder explains that this is how she promotes children to become self-aware and to safely manage their own independence and take risks in a controlled way.

Children are encouraged to be responsible and to develop their personal independence. They use the stairs to the first floor to access the toilet and the bedroom. Children are reminded to wash their hands when they have been to the bathroom and to cover their mouth when they cough or sneeze. At lunch time conversation supports children to make healthy choices about the food they eat and they are provided with regular drinks. Behaviour of children in the setting is good and the childminder sets clear boundaries that are shared with parents to support children. Children are encouraged to say 'please' and 'thank you', and to share with their friends.

Children are adequately prepared for their next stage of learning as the childminder takes them to collect other children from school and provides shared care with the local pre-school. This supports the children with transitions as they become familiar with both environments and staff. The childminder also links with another childminder who provides reciprocal care as required. They take children on joint trips and attend sessions at the local children's centre. This enables children to meet other children that they will move into school with.

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

The childminder displays an understanding of safeguarding procedures in relation to child protection and is aware of who to contact should it be required. She holds a current paediatric first aid and food safety certificate and has daily hygiene routines in place to maintain children's health and safety.

The childminder has a satisfactory knowledge and understanding of the areas of learning and how children learn. She has completed training to support children's language and uses information she gained from this course to share with parents so that there is a shared approach to supporting children's learning in this area. However, information about children's learning, is not always accurate so does not always effectively identify children's developmental stages and results in opportunities to enhance and extend children's learning through challenging and interesting experiences being missed.

The childminder's systems for monitoring the educational programmes and evaluating practice requires development. The current self-evaluation to promote continuous improvement in the early years provision is not yet robust.

The childminder has sound relationships with parents and they are pleased with the service offered by her. They report that children enjoy attending the setting and are happy. A letter from a parent is seen thanking the childminder for going out of her way to accommodate her child at short notice. Other thank you notes and cards are also seen.

Effective links between the childminder and other providers, helps to ensure continuity of care and learning experiences for children.

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	208952
Local authority	Lincolnshire
Inspection number	899206
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	04/12/2012
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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