

Inspection date	24/04/2013
Previous inspection date	15/09/2009

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

- Children make good progress with all areas of learning because the childminder takes full account of children's individual interests and their preferred learning styles.
- Children who learn English as an additional language are supported well with their language and communication skills through effective teaching techniques.
- Children form strong bonds with the childminder and are secure and confident in her care.
- Partnerships are firmly established and effectively support children's learning, development and transitions.

It is not yet outstanding because

- On occasions some children find it difficult to maintain their concentration on one activity at a time, resulting in their learning not always being fully maximised.
- There is scope to extend children's sense of responsibility and cooperative learning by helping more with simple tasks.

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 had a tour of the premises and spoke with children.
- The inspector observed children indoors and outdoors.
- The inspector had discussions with the childminder and sought the views of parents.
- The inspector looked at children's assessment records and a range of documentation.

Inspector

Anne Barnsley

Full Report

Information about the setting

The childminder was registered in 2002 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and four children aged 11, nine, six and four years in a house in Skegness, Lincolnshire. The whole of the ground floor and part of the rear garden are used for childminding. The family has a cat and two fish as pets. The childminder attends various groups with the children and she visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She supports children who speak English as an additional language. The childminder holds an early years qualification at level 5.

What the setting needs to do to improve further

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

- use resources, such as sand timers to help extend concentration skills for children who find it difficult to focus their attention on one task
- provide familiar, practical routines, to help children learn to be responsible and cooperate with one another, for example, helping to tidy away after an activity before moving on to another one.

Inspection judgements

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

The childminder has a good understanding of how young children learn at different rates and through things they enjoy. She uses observational assessment effectively to understand children's level of achievement and interests, and to identify learning priorities. She monitors and tracks children's progress well to identify any gaps in their learning. This includes completing the Early Years Foundation Stage progress check at age two years. A wide, stimulating range of toys and resources support children's developing needs and promote their curiosity and active learning. However, on occasions some children have a tendency to rush from one activity or resource to another. They sometimes become very excited and find it difficult to focus and concentrate. As a result, some activities can be disrupted, which reduces some aspects of learning on these occasions. In spite of this, the

childminder plans purposeful activities that cover all areas of learning well and help children to make consistent progress through things they enjoy, such as making bread and planting seeds. She asks lots of open-ended questions during activities that promote children's critical thinking well. She is skilful with how she poses questions and how she reinforces these by using visual examples and through imitation. This supports children who are learning English as an additional language very well as they copy actions, and repeat words in context, which develops their language skills effectively.

Children's attendance at various groups and outings where they meet with other children and adults enables them to develop their social skills and language further. They are taken on many outings to places that follow their interests. For example, they go to see penguins at the seal sanctuary and they go pond dipping and explore the wildlife in the pond. They visit the parrot park and have regular outings to the beach and parks. They engage in a wide range of activities that include the specific areas of learning, such as, counting games, arts and crafts, role play and music. Children visit the library to choose books and enjoy reading these with the childminder, which helps to develop their literacy skills. They have opportunities to draw and to develop their early writing skills, both indoors and outdoors. They help themselves to the resources they need from the well-organised playroom. Young children develop their early understanding of technology as they explore toys with buttons, flaps and simple mechanisms and learn how to operate them. They also have the use of a computer, which they use to research and follow up on things that interest them, such as the penguins. Children learn to handle tools, such as, the rolling pin, cutters and scissors appropriately, which effectively promotes their hand-to-eye coordination. They show an understanding of simple mathematical concepts as they talk about the size of their plants and how much soil they need in the pots. Pre-school children begin to recognise numerals, colours and shapes, for example, one child who is learning English as an additional language talks about the diamond shape. By the time children start school they are equipped with the necessary skills they need.

Parents are valued as active contributors to their child's learning and development. The childminder successfully obtains 'All about me' information about children's favourite activities and stage of development at the start of the placement. She involves parents of children who are learning English as an additional language very well by asking them to help assess their child's language skills in their home language. She learns many words in the children's home language, which enables children to speak and be understood in their own language when necessary. She uses the good quality information she gathers from parents to aid the settling-in and initial assessment process. Verbal discussions, home-link diaries and the children's development record folders provide clear feedback for parents in relation to the children's care and learning.

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

Children receive attentive care in this warm and welcoming family environment. They are happy and confident in their surroundings and show pleasure in their play and interactions with the childminder. The childminder gathers comprehensive information from parents about children's home routines and focuses her attention on the prime areas of learning when they first start with her. This helps children with their transition from home to the

childminder's setting because she understands their needs. As a result, children develop strong bonds with the childminder and with each other. For example, sleep routines and meal preferences are respected, which helps children develop a strong sense of belonging. This increases their sense of well-being and promotes their emotional development well.

The childminder provides safe surroundings, which enables children to explore and be active learners through making their own choices. Children are taught to recognise dangers and how to manage risks safely. For example, they use climbing apparatus confidently, but know to be careful of others when they jump off. They use gardening tools with care as they dig for worms and they listen well to what the childminder has to say. Children play cooperatively together and develop their understanding of positive behaviour. However, although children freely access their resources and share well, they do not always contribute to clearing away. For example, after a bread-making activity the childminder asked the children to help her tidy up. The children wanted to go outdoors to play instead, which they succeeded in doing. This does not fully promote children's sense of responsibility or self-care skills. The childminder is kind and attentive towards children and often tells them 'well done', which boosts their self-esteem and desire to try again. Children are confident, as a result, and are emotionally prepared for future transitions.

Young children are encouraged to lead a healthy lifestyle. They enjoy daily walks in the fresh air, lots of outdoor play in the garden and access more physically challenging apparatus in the park. This promotes children's continuing fitness and well-being. Children are provided with a good range of meals and snacks, which are healthy, balanced and nutritious. In the winter they have a hot, cooked meal each day and during the warmer seasons they enjoy picnics in the woods, parks or beach. Fresh drinking water is readily accessible from a water dispenser in the playroom. Children know how to use this and help themselves to a fresh drink whenever they want one, which ensures that children remain comfortable and well-hydrated. Children learn how to take care of their personal needs and adopt positive self-care skills. They follow hygiene routines, such as washing their hands and, as they grow, become confident to use the toilet independently. Children make good attempts to put on their own shoes and coats for going outdoors and they are confident to ask for help if they need it.

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

The childminder has a strong understanding of the seven areas of learning. She monitors her planning and assessment procedures well to help her identify any gaps in children's achievement. This enables her to take appropriate action to support children's ongoing development, for example, she works closely with the local authority to support children who are learning English as an additional language. She shows commitment to developing her practice further, she has completed an early years foundation degree since her last inspection, which has led to improvements in her knowledge and practice. She has moved home and has focused her attention on developing the environment for children, both indoors and outdoors, to ensure that this provides them with rich learning experiences. She has met the recommendations that was raised at the last inspection by developing her knowledge of how young babies learn and she has obtained written parental permission to

take children on outings and trips. This ensures that parents are fully informed of what their child is doing and the places they are taken to. She has an improvement plan in place, which identifies targets for ongoing improvements. For example, because she minds children who are learning English as an additional language she intends to undertake further training around inclusive practice and the promotion of language.

The childminder successfully implements the safeguarding and welfare requirements. She has completed safeguarding training and has a good understanding of the different types of abuse and indicator signs that would raise concerns. Clear procedures are in place for identifying children at risk of harm and for liaising with the appropriate agencies. This ensures that children are well protected and given high priority at all times. The childminder supervises the children very well and completes detailed risk assessments of her home. As a consequence, effective steps are taken to ensure that hazards to children are kept to a minimum. For example, the premises are secure and visitors are closely monitored. All adults who have regular contact with children, such as assistants are vetted for their suitability. The childminder has developed a full range of comprehensive range of written policies and procedures. These provide parents with clear details of how she organises her setting to keep children safe, such as a safeguarding children policy and behaviour management procedures. Each policy supports the effective management of her provision and these are shared with parents and assistants who work with her.

The childminder establishes positive relationships with parents. For example, she actively seeks information from parents about children's care, learning and development, in order to provide continuity of care. Parents express that that are happy with the care and learning provided. The childminder understands the importance of developing positive relationships with other professionals and providers involved in supporting the children's care and education. She has close links with the school as she goes there daily with the children. This contributes to children's transitions as they become familiar with the school environment and meet with children who already attend. She works very closely with parents to support them when it is time for their child to move onto school. For example, she will attend transition meetings with the parents if they wish this.

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	EY239703
Local authority	Lincolnshire
Inspection number	890392
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	15/09/2009
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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