

Inspection date	18/12/2013
Previous inspection date	16/06/2009

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

- The childminder is skilled at teaching children to develop in all areas of learning. This is particularly evident in personal, social and emotional development and communication and language. Consequently, children thrive and make good progress towards the early learning goals.
- The childminder is well-organised and efficient in managing her childminding business. She is fully up to date with all training, and welcomes professional development opportunities. As a result, children benefit from good quality care and education.
- Children are kept safe and secure with the childminder. This is because she is vigilant, is aware of children's changing needs and is fully aware of the procedures to keep children safe from harm and abuse.
- Attachments between the childminder and children are strong and secure. As a result, children's emotional well-being is fostered well.

It is not yet outstanding because

- There is scope to develop opportunities for young children to make connections in their play so that learning opportunities are widened and deepened even further.

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 and talked with children in the living room.
- The inspector conducted a joint observation with the childminder.
- The inspector discussed aspects of policy and practice with the childminder.
- The inspector looked at a range of documents, including children's assessment records, learning journals and planning documentation.
- The inspector looked at the self-evaluation form and discussed the childminder's priorities for improvement.
- The inspector took account of the views of parents from feedback letters and questionnaires.

Inspector

Janice Caryl

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Cockermouth, Cumbria. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The family has one pet.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five 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 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. She is a member of 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 younger children's learning opportunities even further, so that they make connections through their play. For example, by the childminder developing her knowledge and understanding of schema development so that children's skills are extended using their patterns of play.

Inspection judgements

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

The childminder is proficient in meeting children's needs. She provides a very good range of stimulating and interesting activities, which are broad and balanced. This ensures that all children enjoy their learning while developing their skills. She collects a good range of information when children first start. Consequently, initial and subsequent assessments, following detailed observations ensure that planning meets children's individual needs and interests. As a result, children make good progress in relation to their starting points. The childminder skilfully plans activities that are challenging, and yet fun. She understands the different levels of ability between younger children and older children. Consequently, she differentiates activities to suit their differing needs. For example, she concentrates more on supporting younger children's development in the three prime areas. Activities planned for older children help them develop further in the specific areas, such as mathematics and literacy. The childminder completes the 'progress check at age two', in a timely fashion. She shares these with parents, carers and other settings where appropriate.

Consequently, any gaps in children's learning are identified early so that intervention can be sought as necessary.

Children happily explore the resources on offer. They access the ones that interest them and confidently play independently, or ask for help if needed. Children enjoy working together and building the road track. As a result, they build relationships and learn to play cooperatively. The childminder encourages them to try hard as they develop their hand-eye coordination, fixing the pieces together. She talks to them and asks questions, supporting their communication and language. Children take great delight in playing with the large dolls house. They use their imagination as the childminder promotes thinking as they chat about the figures, what they look like and what they are doing. They laugh and have great fun as they make up stories and talk about the people. Consequently, children remain stimulated and enthusiastic as they develop their imagination, increase their vocabulary and develop social skills. Children have great fun doing lots of creative activities. The childminder gives children time to choose between making a snowman or a Christmas stocking. She respects their choices and they cheerfully and competently spread the glue and add materials to create their picture. As a result, children improve their physical skills and develop an understanding of the world. In addition, their sensory development is fostered through experimentation, using different materials. Younger children are fascinated with wheels and things that turn and rotate. The childminder supports children's learning by providing cars and items with wheels. However, there is scope to extend children's learning further. For example, by developing a deeper understanding of how children learn from repeated patterns in their play. The childminder widens children's experiences by taking them to other social group events, to the library and into the community. Children, therefore, have opportunities to meet other children, make new connections and become familiar with the surrounding area. As a result, children develop the necessary skills in preparation for school.

The childminder engages well with parents and carers. She constantly involves them in the care and learning of their children. For example, they have opportunities to write and make comments in the daily journals, the progress files and on progress records. Parents are welcome to stay and chat when they collect their children and can discuss aspects of care and learning at any time. The childminder involves parents and carers further, by sharing 'story sacks', books, jigsaws and other resources. As a result, children benefit through consistent learning opportunities shared between their home and the setting.

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

The childminder establishes strong and secure bonds with the children in her care. Children happily sit with her as they share stories and have cuddles while they chat. As a result, children's emotional well-being is fostered well and children feel safe as they confidently explore their environment. The childminder is fully aware of children's care needs, adapting the routine to suit their requirements. For example, children who are hungry and tired are responded to immediately and provided with early snack and a cosy area to sleep. The childminder knows children and families well. She has a good range of books and resources that support them in managing their emotions and feelings at times when outside influences can affect them. For example, moving onto school or a new baby

arriving. This means that children have opportunities to talk and share their feelings with people they trust, in a safe and manageable way. The childminder ensures that children are kept safe and well in her care. She takes steps to minimise risks while work is being undertaken in the house. For example, by ensuring children are never left unsupervised. In addition, contingency plans include visits and trips out. She teaches children about potential hazards indoors and outdoors, so that they effectively learn to handle risk in a safe and manageable way.

Children learn good manners with the childminder. She teaches them to say, 'please' and 'thank you'. They behave well because she establishes 'house rules' that children understand. She is clear and consistent in the messages she gives and effectively shares these with children and their parents and carers. As a result, all children and adults understand and respect the boundaries that are set and behaviour is managed well. She promotes healthy eating by offering fresh fruit and healthy snacks. She reinforces the messages by talking to children, encouraging them to try more healthy foods and drinks. In addition, posters displayed in the dining/kitchen area show pictures and explain the importance of eating healthy, balanced and nutritional meals. The childminder promotes a positive attitude to the benefits of experiencing fresh air and exercise. Children go for regular walks into the community and are provided with daily opportunities to play outside. She is keen to ensure that children learn from new and different experiences, such as traveling on the bus or a train. This means that children get fresh air and exercise, while learning about the world and community life experiences. Good hygiene practices are promoted because the children are encouraged to wash their hands before eating and after visiting the toilet. She promotes independence as children attend to their personal needs, relative to their age and stage of development.

The childminder has established good strong community links with schools and other providers in the area. This means that communication and information sharing with other adults at the settings is effective. Children become familiar with the environment in other settings, because they accompany the childminder as she takes and collects other children. In addition, they attend events and have opportunities to play and explore. The childminder emotionally prepares children before they move on by talking to children and their parents, sharing books and doing activities. Consequently, they are physically and emotionally prepared for moving onto school.

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

The childminder is fully committed to ensuring the children in her care are safeguarded. She is trained in child protection procedures and keeps up to date with current local procedures by regularly checking the website. As a result, she has a secure understanding of child protection issues. All household members are checked to verify their suitability which means that children are helped to be kept safe from harm and abuse. Risk assessments are completed on the immediate environment and resources. Trips and outings are also assessed which means all hazards are identified and risks minimised. The childminder is trained in first-aid procedures, which further protects children in the event of accident or injury. A comprehensive range of policies and procedures is applied, which

include safeguarding, accident and emergency policies. These are shared with parents and carers ensuring a joined up approach to children's care and learning.

The childminder accurately assesses and monitors children's learning. This is discussed with parents and carers, ensuring children make effective progress relative to their age and stage of development. Children's learning files and daily journals show photographs of a range of activities and experiences. These, alongside written assessments and plans to promote learning further, show clearly children's progress towards the early learning goals. The childminder is very committed to keeping her training up to date and regularly refreshes her knowledge through reading and research. Consequently, children benefit from a childminder who is experienced and well qualified.

Self-evaluation of the childminding practice is a continuous process. Parents and children are consulted and help the childminder to improve the resources and facilities. As a result, changes and developments meet everyone's needs. Policies and procedures are reviewed and constantly adapted according to current guidelines. This ensures that children's health and welfare is appropriately assured. The childminder's awareness of her strengths and identified priorities mean that the good quality practice is constantly maintained. Parents are very complimentary, saying how well their children have developed in self-confidence and self-assurance. They go on to say that they are confident that their children are kept safe and well-cared for and have developed in other areas, such as literacy and mathematics. The childminder demonstrates her awareness and understanding of how to seek other professional help, should she have a concern over children's development. As a result, all children, regardless of their age or ability are well supported with suitable intervention sought as required.

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	317275
Local authority	Cumbria
Inspection number	868418
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	16/06/2009
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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