

Inspection date	18/11/2013
Previous inspection date	12/01/2009

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

- Teaching is strong because the childminder has a good knowledge of the areas of learning and how young children learn. She skilfully covers these with clarity and purpose and in ways that have meaning to the children.
- Children make good progress in their learning and development because they are secure and form strong bonds with the childminder.
- The childminder organises her setting effectively to keep children safe and has a good understanding of safeguarding and how to protect children.
- Partnerships with parents, schools and other settings are strongly embedded and contribute well to children's learning and development and transitions.

It is not yet outstanding because

- Sometimes, the childminder occasionally misses opportunities to further develop and consolidate children's understanding of some mathematical concepts.
- There is some scope to improve children's involvement in activities that further develop their self-care skills.

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 in the lounge and kitchen.
- The inspector conducted a joint observation with the childminder and discussed this with her.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and the childminder's qualifications, the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Anne Barnsley

Full report

Information about the setting

The childminder was registered in 1995 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 aged 22 and 19 years in a house in Boston, Lincolnshire. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends the library, soft play centres, a range of 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 10 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She provides care all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childminding and is the treasurer of her local childminding group. She has an early years qualification at level 3.

What the setting needs to do to improve further

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

- maximise all opportunities to further develop and consolidate children's understanding of counting during activities, particularly when this relates to their individual next steps in learning
- place more emphasis on helping to develop children's self-care skills further by involving them with preparing their snacks and setting out and clearing away their plates and utensils.

Inspection judgements

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

The childminder has good knowledge of the Early Years Foundation Stage learning and development requirements. She successfully translates her knowledge of the areas of learning and of the different ways children learn into effective teaching practice. This successfully encourages children to want to try new things and to communicate their ideas about what is taking place. As a result, children are articulate and develop strong communication skills, which helps to prepare them well for school. The childminder gathers purposeful information from parents when their child first starts and contributes this information well to the observations that she undertakes to assess children's starting

points. She gains a clear understanding of children's individual needs and their next steps in learning through these observations, her summative assessments and the progress check at age two. She fully recognises children's stages of development and makes effective use of developmental documents to support children's learning and development. This enables her to successfully provide children with a broad range of interesting and stimulating play experiences that enthuse and motivate them. As a result, children make good progress in their learning and development as they are actively engaged in things they enjoy. They are well prepared with the skills they need for school when it is time for them to move on. Parents receive regular feedback about their child's progress and have continuous access to their planning. They are encouraged to tell the childminder of any special achievements their child has made or special events that are taking place at home so that the childminder can include this in her planning. Likewise, the childminder provides parents with ideas for simple activities that they can do with their child at home to consolidate what is taking place at her setting.

The childminder interacts well with children by getting down to their level and having good eye contact with them. She promotes children's personal, social and emotional development very well by fully understanding the different ways in which each child learns. For example, she has a good balance of adult-led and child-initiated activities and she fully recognises the importance of solitary play. During solitary play she does not interact with children unless they ask her, but uses this time to observe them. For example, this took place when a child was totally absorbed in playing with small world characters. The childminder engages very warmly with children and skilfully includes them all in one activity in ways that they all understand and learn from. For example, she joins in with a child-initiated activity, which is decided on and organised completely by the children. This imaginary play is based on a picnic trip and children gather together various types of foods and equipment for their trip. During this play the childminder asks the children many thought provoking questions that help them to think about what is taking place. She also uses good open questioning techniques that require a response, for example, 'how are you going to do that?', 'where are we going to go for this picnic?' Rich conversations take place about the food and healthy eating. The childminder skilfully links conversations about healthy eating to real life experiences that the children have at their allotment, where they grow their fruit and vegetables. On a few occasions, the childminder misses some opportunities to talk about numbers and to use counting in the game. This does not consolidate children's learning to the maximum potential, particularly for those children whose next steps in learning focus around number recognition and counting. However, she picks up on different opportunities to do matching, sorting and comparisons to extend their mathematical understanding in this way. The childminder helps very young children to feel secure and fuels their interest in books well by having them snuggle on her lap when they bring her a book to read. They look at the book together and talk about what is taking place. Children become engaged very quickly and really enjoy listening to the childminder who reads the story nice and slowly, taking pauses and using good intonation in her voice to build anticipation. Together they talk about the animals in the pictures and then children identify each in turn. This shows how well children are listening and paying attention.

All areas of learning are covered very well in this setting and in a variety of ways that help to consolidate children's learning. For example, children have a consistent routine for

visiting other settings where they learn to mix with a range of different children and adults. This helps to develop their confidence and to prepare them for future moves and especially for school. Children learn well about nature and living things because they have an allotment with a sensory garden, a wildlife pond and a park. They learn to grow plants, fruit and vegetables from the start of the process by making the beds and digging them out, to harvesting the end result and eating the produce. Children learn about the wildlife in the pond and in the bug hotel they have made and extend this by going for walks in the woods, where they build dens with natural resources. Children make good use of technology from remote or battery operated toys to computers, cameras, printers and other things, such as, magnifying glasses and torches. Regular trips to the library help children develop a greater enjoyment of books as they make their own choices and learn about the process for borrowing them. This is a stimulating learning environment, which has plenty of resources that promote print and enable children, including babies and toddlers, to enjoy words and stories and experiment with mark making to develop their emerging writing skills, both indoors and outdoors. In the garden children use planks and crates for large construction in addition to taking indoor learning outdoors. They have large apparatus in the garden and are also taken to parks and soft play centres to develop their physical confidence and skills further.

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

Children are very happy and explore their environment and resources with confidence. They have a well-resourced toy storage room that is set out like a large toy shop. This is inviting to children and helps them to settle well because they are excited to go in there to see what is on offer. They quickly develop a strong bond with the childminder because she has a good understanding of the prime areas of learning and how to help children feel secure. Through close liaison with parents and by gathering comprehensive written information from parents, the childminder gains a good understanding of children's likes and dislikes and individual routines. She is very well organised and plans her day effectively so that home routines are maintained in her setting and ensure that all children are familiar with the routine and have a strong sense of belonging.

The childminder completes regular risk assessments of the play space indoors and outdoors to minimise any hazards so children can move around freely and in safety. She provides children with good quality resources and ensures that these take full account of children's ages and stages of development. This helps to ensure that very young children are protected from the potential hazards of small pieces. The childminder provides clear and consistent messages about her expectations for children's behaviour. She has recently updated her behaviour management course, which has increased her knowledge and skills about how to manage a wide range of different behaviours in ways that all children can relate to. She feels that this has had a positive impact for children as she gives greater consideration to the way in which she delivers her expectations to each child on an individual basis while still maintaining her overall expectations. As result, children behave extremely well and are very polite, courteous and cooperative. She is a positive role model who treats children with kindness and respect. She offers children lots of praise and encouragement, successfully boosting their confidence and self-esteem. Children listen

well to the childminder and are eager to join in with tasks and to support younger children. Children are learning to be responsible and are being effectively supported with developing their emotional skills that they need for their future transitions.

Children are well nourished with balanced meals and supplementary snacks so that they do not become hungry. The childminder operates a healthy eating policy and provides parents with clear guidance about how she achieves this and her expectations. She provides all meals and gathers detailed information from parents about their child's eating habits and needs. The childminder involves children in making choices about healthy food by taking the children to the supermarket each week to help to choose the fruit for their snacks. Alternatively, children may use fruit they have grown at their allotment, which develops their understanding of the origins of certain foods. They are not yet involved in helping to prepare their snacks or to set out their plates and utensils and to help clear away, which does not promote their self-care skills to the fullest potential. However, they learn about making healthy choices and the importance of positive hygiene, fresh air and exercise. The childminder talks to them about keeping healthy and which foods are good to eat and makes sure that children have lots of outdoor play and walk to places of interest so that they get the fresh air and exercise they need to keep them healthy. They learn how to take risks safely, for example, when they play with large apparatus, use gardening tools or scissors during cutting activities. They learn to understand how to keep themselves safe when they go out and about through road safety and by understanding the importance of being strapped in safely in the mini bus. In the home they learn about safety through fire evacuation and consistent safety rules, such as, sitting in their booster seats at the table and not standing on the sofa or playing in doorways.

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

This inspection was brought forward in response to a concern that Ofsted received about the childminder using inappropriate strategies to manage the behaviour of children. Ofsted carried out an initial visit and it was found that the provider did not have an up-to-date understanding of managing behaviour appropriately. Ofsted set a notice to improve to ensure that children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs. Since then, the childminder has completed a behaviour management course and has gained a greater understanding of how to manage a wide range of behaviour using age and stage appropriate strategies to meet children's individual needs. Ofsted is satisfied with the action the childminder has taken. The childminder has a strong knowledge of the safeguarding and welfare requirements and has all the required records in place to support children's welfare. She has completed safeguarding and child protection training and is fully conversant with her responsibilities to safeguard children and the procedures to follow in the event of any concerns about a child in her care. All persons who live at the premises have been checked for their suitability to be in close proximity with children. The childminder provides vigilant supervision on outings, trips and visits to other settings and knows never to leave children in the care of anyone who has not been cleared. Risk assessments are thorough and take full account of all aspects of the environment that children are exposed

to, including transporting children and all trips and outings. Effective safety measures are implemented to reduce the risk of accident and injury, including a current first-aid qualification. The childminder has a comprehensive set of policies and procedures in place. These help to ensure the safety of children as they are implemented effectively by the childminder and are updated regularly to reflect any changes that need to be made. All parents are provided with a full set of these to ensure they are well-informed about how the childminder organises her setting to keep their child safe.

The childminder uses effective systems to help her monitor and plan for children's progress and this helps to ensure that any gaps in their learning are identified early and acted on it. She has an early years qualification at level 3 and good knowledge of the educational programme and how young children learn. She consistently attends many different training courses to extend her knowledge. She applies her knowledge well to teaching, which has a positive outcome for children's learning. The childminder is committed to improving her childminding service. Since the last inspection she has successfully met the action and the recommendations that were raised. In addition, she has completed many courses, ranging from language courses, signing for children, an updated behaviour management course and a maths course. She is booked to do more training, for example, updating her safeguarding and a course on tracking children's progress and schemas. These courses help to ensure that the childminder continues to develop her knowledge and skills to benefit the children she cares for. She has implemented a system for self-evaluation and has improved her outdoor area by providing crates and planks for large construction and by focussing more on taking indoor learning outdoors. Her commitment to driving improvements is precise as it prioritises targets well and shows how these raise or sustain children's achievement over time. For example, the language and signing courses significantly helped with developing the communication skills for children for whom English is a second language.

The childminder has positive relationships with parents and provides flexible care to meet their work patterns. She gains clear information about children's routines and starting points through both discussion with parents and the completion of an 'All about Me' book. This helps her support children as they settle in and to plan for their individual needs. Parents receive regular updates about their children's progress and achievements. This includes the exchange of information through a daily diary where parents will often make comments about activities children like to do at home. She also shares information via frequent texts and takes many photographs of children so that observations are brought to life for parents. Parents are fully included in the self-evaluation process through the use of discussions and surveys. They comment favourably about how well the childminder supports their child and also their family. Many comment on the good progress that their child makes in the setting and how well the childminder helps to build their confidence and develop their language skills. The childminder fully recognises the importance of liaising with other settings that children attend and who also deliver the Early Years Foundation Stage. She has effective systems in place to achieve this with the pre-schools and nurseries that children attend. This helps to ensure that children receive consistency and continuity in their learning and development and positive support with their transitions to school. She works extremely closely with the reception teacher by using teaching resources, such as, phonics cards and tutorial websites that have been recommended to her. This enables her to prepare children in advance for their move to school by using the

same teaching resources and methods that the school use.

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	208566
Local authority	Lincolnshire
Inspection number	941854
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	12/01/2009
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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