

Inspection date

Previous inspection date

14/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 has a good understanding about children's individual interests and the different ways each child learns. Teaching is based on solid and purposeful interaction that includes all children and focuses well on achieving the desired learning intention for each child to make good progress.
- Children settle well and form strong bonds with the childminder, which enables them to develop a strong sense of belonging and become independent and confident with making choices and decisions.
- Children are safeguarded well because the childminder has good knowledge of her duty to protect children and has comprehensive policies and procedures place which are implemented well.
- Partnerships with parents and other settings that children attend are well established and help contribute to the consistency and continuity children receive in their learning and development.

It is not yet outstanding because

- Occasionally some teaching does not explore children's ideas and understanding to the maximum potential because questioning can be overzealous and does not always give children sufficient time to process information, answer and expand on their ideas.
- Self-evaluation is not robust as it does not yet take full account of all aspects of the setting or fully involve the views of parents and children in the process.

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 compulsory part 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.
- The inspector had a tour of the premises.
- The inspector conducted a joint observation with the childminder and discussed this.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers.

Inspector

Anne Barnsley

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband, who also works as her assistant and two children aged three years and 11 months in a house in Grantham, Lincolnshire. The whole of the house and the rear garden are used for childminding. The family has a cat and two goldfish as pets. The childminder attends toddler groups and activities at the local children's centre and library. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She offers overnight care for one child at a time. She is a member of a local childminding group and the 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:

- structure questions in ways that always allow children time to think about their responses and to elaborate on their ideas before moving on to further questions
- develop a thorough process of self-evaluation, which more accurately monitors and evaluates the whole provision and takes into account the views of parents and children to establish clear targets for continuous improvements that benefit the children.

Inspection judgements

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

The childminder teaches children effectively and helps them to enjoy learning through purposeful activities that she delivers in fun and enjoyable ways. She has a good understanding of the different ways her children learn and of their individual next steps in learning. She successfully involves all children in one activity, while using her knowledge well to focus on their individual next steps. This ensures all children make good progress with their learning and understanding because they achieve and progress at their individual rate. By involving children in one activity, children learn skills from each other and are able to share their ideas and develop their friendships and communication skills. For example, children of different ages all join in with a painting activity. For younger

children, the focus of the next step is about helping them to learn to sit for increasing lengths of time and to persevere with a task through enjoying painting. For older children, the activity is about promoting children's creative interpretation and understanding of the topic and their ability to master the skills of using paint brushes, crayons and markers more proficiently. Younger children enjoy copying the older children and this helps them to develop their focus and gain greater enjoyment from the activity. Older children are able to discuss the topic and to use books as reference tools to help guide their ideas. The childminder understands how young children learn in stages. She plan activities well so that children complete a topic in small parts. For example, the painting activity is based on a topic about Chinese New Year and that it is the year of the horse. The childminder talks to children each day about what they have already covered and asks children questions to see what they remember. She consolidates children's learning well, in ways that are age and stage appropriate. She is able to then assess how well children understand and benefit from what is taking place. Systems are in place to observe and assess children's progress. The childminder uses this information well to guide her planning and teaching to ensure that her input is tailored correctly to meet each child's individual needs. Children's observational assessment reports and records are shared with parents and carers every few months to fully ensure they are aware of the progress their children are making. In addition to this, the childminder provides parents with daily diaries and verbal feedback about what their child has been doing and why. This helps parents to continue with key aspects of their child's learning and development at home if they wish. Parents are asked to contribute information about their children's interests from home and of any special events that take place so that the childminder can contribute this information to her planning to extend and enhance children's experiences. The childminder teaches children with enthusiasm, which helps to motivate and enthuse them. She engages well in children's chosen play experiences, following their interests and incorporating the next steps she has identified into their play. However, on some minor occasions, children's ideas and understanding become less clear in the overall enthusiasm of an activity as too many questions are asked in a short space of time. This leads to children eagerly trying to answer at once or their ideas not being explored to the maximum potential. Although this is occasional, some of the purposeful learning is reduced.

Children's language skills are encouraged well as the childminder continually communicates with all children as they play. Language and communication is appropriately extended with children through relevant conversations, the introduction and consolidation of new words and by re-visiting previous conversations to see if children remember these words and how to use them in context. The childminder covers many areas of learning through one activity. For example, she uses books well during a painting activity to help children to show children pictures of horse's that they discuss. This contributes to developing children's understanding of some aspects of literacy. The childminder helps to develop children's early understanding of some mathematical concepts. For example, as they begin to identify the different colours on the horses mane in the book and decide on which colour paint they wish to use. Children talk about size with the childminder when they see the cat going towards the cat flap and consider that the cat might be too big to fit through. Children discuss the space a horse needs to live in and how horses need to be in a field and not a small garden. When children choose to complete a matching game the childminder uses the opportunity well to talk about comparisons and to also remind children about sharing and waiting their turn, which helps with their social learning.

Everyday outdoor play opportunities, not only promote children's physical skills, but also promote their development in all areas. The childminder takes children to a variety of parks where they are active and use apparatus. Children go for nature walks where they learn about the natural world, and they visit the shops and country houses, which helps them to learn about their community. Children attend various activities at local children's centres where they learn to mix with other children and adults. This helps develop their personal, social and emotional skills and aids with future transitions. As children are young, the childminder focuses much of her teaching on promoting the prime areas of learning, which helps children progress well with the basic skills they need to learn. As they become ready, the childminder introduces the specific areas of learning, which contributes well to preparing children for school.

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

Children are happy and excited when they arrive at the childminder's home. They develop a strong bond with the childminder, which helps them feel secure. Children are keen to show the childminder what they have done at pre-school that morning and are proud when she praises their efforts and tells them they have worked really hard. This builds children's self-esteem and desire to try new things and to take a pride in what they achieve. Through close liaison with parents, the childminder gains a good understanding of needs, 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. All parents are offered settling-in visits with their child so that both the parents and the child feel safe and secure with the care she provides. This enables her to get to know children and their families and to build a relationship that is based on trust and understanding. The childminder spends the first few weeks focusing on the three prime areas of learning, regardless of a child's age or ability, and does not make observations until she is confident that children have settled. This helps to ensure that when observations are made they are a true reflection of the child so that planned activities will have meaning to them. She is kind and caring and ensures that children feel part of her family. This helps considerably with children's transitions from home into her setting.

Children are confident and independently move around the lounge and play room to choose their own resources and invent their own play. The childminder provides children with good quality resources and ensures that these take full account of children's ages and stages of development. The home and resources are regularly checked for safety to ensure that any hazards are minimised so that children are able to make their own decisions safely. This also 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 knows to repeat words and to use distraction strategies with very young children. She reminds children of her expectations and involves them in thinking about what it is they think could happen. This way she is getting children to learn to be responsible and to recognise that consequences have actions. As children grow the childminder focuses on social learning, such as, sharing, taking turns and listening to each other. 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 in this setting behave well and are helpful and kind. They listen attentively to the childminder and are responsive and polite from a young age. Children are being effectively supported with developing the 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. They eat at the table with the childminder, which promotes their social learning and enables the childminder to provide encouragement and guidance. The childminder operates a healthy eating policy and provides parents with clear information about how she achieves this and her expectations. She has good knowledge about children's preferences and any allergies or dietary needs they may have. Parents can send food from home or the childminder is happy to provide meals. Children learn well about making healthy choices and developing healthy lifestyles. The childminder involves children at snack time by asking them to think about their choice of snack and by choosing a child to take the drink orders. A lot of role play takes place about healthy eating as the childminder plays restaurants with the children and they talk about the healthy choices they are making. Children learn well about the importance of positive hygiene, fresh air and exercise. They are very independent with taking care of their personal needs and, from a young age, get themselves dressed for going outdoors. Children learn to understand safety as they are reminded how to play safely with their toys, talk about road safety and why they practise emergency evacuation with the childminder in her home.

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

The childminder has good knowledge of the safeguarding and welfare requirements and has all the required records, policies and procedures in place to support children's welfare. She is very clear about her responsibilities to safeguard children and the procedures to follow in the event of any concerns about a child in her care. She has completed training in child protection and in safeguarding and is confident with the indicator signs of abuse. She ensures that her assistant also completes child protection training and that, both herself and her assistant, each have current first aid qualifications. She undertakes thorough risk assessments to ensure children's safety and has appropriate safety measures in place to minimise the risk of accident or injury. All persons over the age of 16 years, who live at the premises, are vetted for their suitability. The childminder supervises children well to keep them safe when she takes them out and about.

The childminder has implemented 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 upon. She has achieved a qualification in early years childminding practice and uses the knowledge she has gained well by translating this effectively into good quality teaching and care practices. She has a proactive attitude towards furthering her qualifications and has completed several courses since registration, for example an introduction to autism and an equal opportunities course. This helps her to provide an inclusive setting for all children. She demonstrates a proactive approach towards developing her knowledge and skills further by booking courses that will benefit the

children who attend. For example, she is booked to do a course about the needs of children from birth to two years and then a subsequent course about the needs of children aged two years. In this way, the childminder is committed to improving her childminding service. However, while the childminder is beginning to identify some targets for future development, the system of self-evaluation has yet to fully monitor all areas of the childminder's provision and to involve children and their parents in the process, to fully ensure continuous improvement in all areas.

The childminder has positive relationships with parents and provides flexible care to meet parents' work patterns. She gains clear information about children's routines and starting points through both discussion with parents and the completion of 'All about Me' information. 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. The childminder fully recognises the importance of liaising with other settings that children attend and who also deliver the Early Years Foundation Stage. She obtains the planning and next steps for individual children to enable her to support the learning that takes place at their main setting. This includes having access to the 'Progress check at age two years' when this has already been completed, or contributing to it when it is due to be completed by the setting. She has no children on roll at the moment who are moving on to school in the near future. However, she prepares children well for school with the learning she provides and she is fully aware of the importance of developing a partnership with the school when the time comes to help children with their transitions to school.

The Childcare Register

The requirements for the compulsory 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	EY465027
Local authority	Lincolnshire
Inspection number	928519
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

