

Inspection date	08/01/2014
Previous inspection date	14/07/2009

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 effectively supports children's learning and her teaching strategies are good. As a result, children are making good progress in their learning and they receive a broad range of activities tailored to meet their individual needs.
- Children's emotional well-being is positively promoted and they develop a strong relationship and close bond with the childminder. This is because she is kind, caring, spends good quality time supporting them in all activities, and she continually praises their achievements.
- The childminder has a good understanding of how to safeguard children and has a secure knowledge and awareness of child protection procedures. This results in, children being kept safe, secure and protected from any harm or hazard.

It is not yet outstanding because

- There is scope to further support children's use of their home language to reflect more on children's cultural background and language awareness.
- There is scope to increase children's awareness of the wide selection of good quality resources available to them.

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 the childminder and children playing in the playroom, living room and kitchen.
- The inspector held discussions with the childminder, and the children during the inspection.
- The inspector asked the childminder about risk assessments, safety and supervision, outings, and discussed the activities the children completed during the inspection.
- The inspector viewed the statements provided by parents for the inspection.
- The inspector looked at children's registration forms and parental consents, and discussed the assessment and tracking records for the monitoring of children's progress.
- The inspector checked evidence of suitability of family members, viewed the safeguarding and complaint policy and discussed the procedures with the childminder, and viewed the self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage children in a house in Blindcrake, near Cockermouth, Cumbria. The childminder occasionally works with an assistant. The whole of the ground floor is used for childminding. There are several steps to the entrance at the front of the property with additional accessible access to the rear. The childminder takes children for daily walks and physical play on the village green. The family has two dogs as pets.

The childminder attends several toddler groups and activities at the local children's centre. She takes children into the nearest town to the bookshops and soft play facilities. The childminder collects children from the local schools and pre-schools. There are currently four children on roll who are all in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. Childminding times are negotiable.

The childminder holds a National Vocational Qualification at Level 3 in Children's Care, Play and Development. She is a member of Professional Association for Childcare and Early Years and Cockermouth Childminding group.

What the setting needs to do to improve further

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

- provide more visual images, words, labels and symbols that positively reflect children's cultural and linguistic identity and experiences to enhance the continued support and development of children's home language
- increase children's awareness of the wide selection of high quality resources available to them, for example, by creating a picture reference book so that children can independently choose what they would like to play with.

Inspection judgements

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

The childminder understands children's individual learning needs and effectively provides a good range of activities. This results in all children receiving continued support to enable them to make good progress across all seven areas of learning. Children are developing well within the typical range of development expected for their age, and according to their starting points, they have made good progress since attending. The quality of teaching is

good. The childminder plans supportive and challenging activities for children, tailored to meet their needs. For example, children enjoy building towers with bricks and beakers. As they do this, the childminder enthusiastically engages with them and effectively adds to their learning. She asks open ended questions to aid their thinking skills and encourages counting and the recognition of different colours.

Children's language and communication skills are promoted successfully in all activities through an ongoing commentary and close interaction with them. The childminder supports children well, especially those who use another language at home as well as English. For example, she learns some simple key words from parents to use during play and care routines. In addition, she introduces activities to help promote and celebrate cultural events and festivals. There is some reference made to different languages in posters and linked artefacts. However, there is scope to further enhance these by introducing more visual images, including family members, and dual language labels into the environment by adding text in the children's specific home language alongside English.

The childminder uses what she observes about children effectively, to plan their next steps across all seven areas of learning. For example, as children begin to stand up, by themselves, she provides more activity walkers to help support their walking skills. The childminder successfully uses assessment to introduce new ideas and extend children's learning. The tracking of children's development is clear and precise and therefore is easily built on to aid progression. By doing so children develop all the skills required for starting school. The childminder works very closely with the parents by involving them in their children's learning. This is completed through regular discussion, through the completion of the daily diary, the regular sharing of the children's records, and the introduction of activities parents can continue with at home. The childminder understands the importance of completing the progress check at age two by working alongside parents to ensure children achieve their targeted steps in development. In addition, the parents and the childminder agree relevant areas to develop, to support children in the setting and at home, for example, their physical development, social skills, and language and communication development.

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

Children settle with ease and form a strong attachment and a close bond with the childminder. This is because their well-being is effectively nurtured. The childminder has a kind and caring disposition which effectively supports their emotional development and well-being. The childminder obtains a detailed amount of information from parents prior to the children starting with her. As a result, she is fully aware of children's individual needs, abilities, allergies, likes and dislikes. She fully considers these when planning activities and play and learning opportunities. The childminder gives her undivided attention to the children and therefore, they behave well. She constantly praises them by acknowledging their achievements and, as a result, children smile and confidently repeat their actions. The childminder supports children's developing independence during daily routines and activities. For example, children freely explore and select toys that support their interests from a selection provided for them in the playroom. However, the childminder has a

wealth of additional resources which are stored out of view. The childminder explains how she rotates these additional resources to match with planned activities or the changing interests of children. There is scope to extend children's access to these resources by introducing a picture resource book, so that those children who have less language can point to the resources they would also like to play with during the day.

Children develop a good understanding of healthy living and lifestyles. The childminder ensures that they receive regular indoor and outdoor activities that promote physical play and exercise. Children also develop a good understanding of the importance of eating healthily. The childminder provides them with a wide range of fresh, home grown, healthy food choices at mealtimes and talks to the children about the importance of eating healthy foods. This supports children's thinking, and promotes their good health. Children are cared for in a clean home environment, which is risk assessed effectively to minimise hazards and to ensure that children can explore the environment and resources in safety. They learn about risks and how to manage them. For example, the childminder teaches them how to climb steps safely, such as those to the front of the house and to tidy up toys to prevent them falling over them. She acts as a good role model. For example, she sweeps up split food after meals and clearly explains to children why it is important to keep themselves safe indoors and outside.

The good support that the children receive from the childminder helps them to develop the skills and good practice they require in readiness for school. They learn to mix with other children and gain the social skills of sharing and taking turns in larger group activities. In addition, the childminder has a clear and effective policy in place to ensure parents and all other persons involved with the children work together. Therefore, continuing to support children during and after this transition process. The childminder takes children to school and also collects them so younger children accompanying her become familiar with the routine and future changes. As a result, children's well-being is effectively supported.

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

The childminder has a very good understanding of the safeguarding and welfare requirements and implements them effectively in her role. She has a clear knowledge of how to keep children protected and who to contact if she was concerned about a child in her care. She is fully aware of what type of concerns must be acted on and the details of the local authority. The family home is routinely checked before children arrive and written risk assessments are maintained which ensures children's safety both indoors and on outings. The childminder keeps her paediatric first aid training up to date so that she will respond appropriately in the event of an accident or emergency situation. The childminder ensures that the home is kept clean, un-cluttered and that hazards are minimised. Children learn how to keep themselves safe and secure both in the home and on outings. They regularly complete the emergency fire evacuation procedure and learn to cross the road in a safe way.

Since the last inspection the childminder has continued to reflect on her practice. She has completed the previous recommendations to continue to make improvements. For example, the childminder has developed her observation and assessment techniques to enable her to effectively monitor children's progress. The childminder has obtained an early years qualification and continues to complete an effective and well-established programme of professional development. She attends training programmes which she then utilises in to her practice. For example, she has recently attended an early years language development course and obtains resources from a related website to use with the children to help improve their communication and language development.

The childminder has a good knowledge of how to implement the learning and development requirements for children. This is demonstrated by the childminder in all that she does with the children. It is seen in the planning and through the input the children receive during activities and routines. Children are well-supported and have their needs well-met. The childminder forms good working relationships with parents. She works closely with them to successfully support children's ongoing development. Parent's statements clearly demonstrate this. They state how happy they are with the service she provides and state how well children are progressing since starting with her. The childminder understands the importance of liaising with other early years provisions to support children to provide continuity of care and learning and to ensure early intervention is obtained when it is required to help children reach their full potential.

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	501077
Local authority	Cumbria
Inspection number	855483
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14/07/2009
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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