

## Inspection date

Previous inspection date

17/01/2014

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 gets to know the children in her care very well and as a result, their individual needs are met to a high standard. Children's confidence and self-esteem are fostered well by the childminder.
- The childminder provides children with a wide range of activities and experiences and uses effective teaching skills to support their learning. As a result children are making good progress in their learning and development.
- The childminder works in close partnership with parents and carers to offer the children she cares for a service which is tailored to their individual needs. She values parents input into her childminding setting.
- Children have a real sense of belonging and security when they are with the childminder as she welcomes them and makes them feel at home.

### It is not yet outstanding because

- There is scope for the childminder to enhance her partnerships with other childcare providers with whom she shares children's care to meet children's individual needs to an even higher standard.

## 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 childminder's living room and kitchen.
  - The inspector viewed the outside area with the childminder.
  - The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at a range of records including children's details, learning information, written policies, training certificates and a selection of other documents.
- The inspector interacted with children throughout the inspection.
  - The inspector read accounts from parents to take their views into consideration.

## Inspector

Clare Johnson

## Full report

### Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged six and three years in a house in Holton-le-Clay, Grimsby. The childminder cares for children all year round, Monday to Friday, from 7.30am until 6.30pm and from 8am to 1.30pm on Saturdays with the exception of family holidays.

The childminder uses the whole of the ground floor of her home for childminding and this comprises of a living room and kitchen/dining area. A bedroom and bathroom on the first floor are used and there is an enclosed garden at the rear for outside play. The family has a tank of fish, a dog, a cat and a rabbit as pets.

There are currently four children on roll, two of whom are in the early years age range and attend for a variety of sessions. The childminder cares for children before and after school as well as during the day. She takes the children out and about in the local area on a daily basis to various groups, the park and on the school run. The childminder is a member of 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:

- enhance the existing partnerships by fully developing relationships with other childcare providers with whom care of children is shared, to fully support children's development.

## Inspection judgements

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

Teaching is good. The childminder has a good knowledge and understanding of child development and how young children learn and she uses this to teach them well. She plans activities, resources and the environment individually for each child she minds, based on their interests and her observations of their development needs. This ensures that children receive learning that is very relevant to them and as a result, they make good progress in their learning and development. The childminder tailors her teaching methods to each individual child which means all children are appropriately supported to achieve. The childminder has a good understanding of the characteristics of effective learning and these are evident as children play. For example, children thoroughly enjoy playing in the childminder's kitchen with the tunnel and ball pit. They explore different ways to play in the tunnel and with the balls. They engage in this activity for a prolonged period as the childminder keeps it interesting by adding extra resources into the play and offering suggestions for how they could change it. This supports children's thinking skills

as they come up with new ideas. Children are proud when they achieve something new, such as, standing up in the tunnel and the childminder offers them constant praise for their achievements. The childminder focusses on the prime areas of learning for the youngest children she minds. She understands the need to support these foundations of learning to help children consolidate what they know and can do. As children grow and are getting ready for school, the childminder starts to gradually shift the emphasis more towards the specific areas of learning and children make good progress in literacy and mathematics, for example.

Children enjoy a good range of activities which cover all areas of learning. Their communication and language is supported well by the childminder. Together they share many interesting discussions and language development is promoted by the childminder who mimics children's emerging language and introduces new vocabulary. Children enjoy a fun game of hide and seek where the childminder hides a ball up their top. They giggle with delight when they find the ball under their top each time. This is a fun and happy time they share playing the game, children are learning that things still exist even when you cannot see them. The childminder supports children's mathematical development whilst playing with the stacking rings. She introduces numbers and colours and asks questions to support children's thinking such as, "Can this ring fit on here?". Children enjoy learning about cause and effect as they play with the musical tree house. They smile as they press buttons and turn the handle to make noises. This is supporting their early technological development. They move their bodies to the music and enjoy singing with the childminder. They explore different instruments and try to make a noise with the harmonica. The children enthusiastically join in with action songs and get excited when the yellow scarf is put over them as they sing about a lion's roar.

The childminder works well in partnership with parents and carers regarding their children's learning and development. She has regular discussions with them and they also give feedback via the monthly assessment sheets the childminder completes for each child. The childminder observes children and assesses their progress. She has created a book for each child which she records observations and photographs in each day and shares these with parents. They are a lovely memento of the time the children spend with the childminder and she puts a great deal of time and effort into creating them. She uses the observations from the books to help her assess children's progress each month and this system is effective in ensuring all children are making good progress. Children enjoy looking at their books and get excited when they realise the inspector is looking at all of the pictures of them enjoying a wide range of activities. Parents comment positively about the childminder and the care she provides to their children. They comment that her observations are the same as they have observed at home and they are pleased with their children's progress. The childminder has thought of different ways to involve parents which meet their varying needs. She plans to introduce parents meetings to enhance her partnerships with parents to support children's learning further. The childminder has developed good relationships with the local school and children's centre. These positive partnerships support children in the transition to school. The childminder has not yet fully established good links with other local childcare providers with whom she shares the care of children. This means she has not yet been able to fully support transitions between settings and work collaboratively in the children's best interests.

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

The childminder forms very close attachments with the children she minds. She spends a great deal of time getting to know each child and bonding with them, so she can meet their individual needs to a high standard. This fosters children's emotional security and gives them a sense of belonging. The childminder is kind and caring and has a calm, nurturing personality which the children respond very well to. They seek the childminder out for reassurance when they are unsure of the inspector and she gives them comfort and cuddles. They are soon confident to approach the inspector as they are secure in the knowledge the childminder will keep them safe. Children have a sense of security when they are with the childminder and this allows them to be happy and to learn without hindrance. The childminder's home is a warm and welcoming, family home and she organises the space well to make it child friendly. Children confidently choose what they would like to play from the good range of toys which are freely accessible. They are developing their independence as the childminder encourages them to have a go and try things for themselves, offering support where needed. Children behave very well when they are with the childminder because she creates a calm, positive environment where there is plenty to do. She is a good role model to children regarding behaviour as she encourages kindness and manners. The childminder is receptive to children's individual triggers, for example, she notices when children are getting tired and ensures she times their naps to meet their needs.

The childminder's home is clean and she uses hygienic practices in the kitchen and bathroom. She has received a high grading from the local authority environmental health department. This promotes children's health and safety well. Children's dietary health is promoted by the childminder who provides healthy meals and snacks for them. They enjoy beans on toast, banana and blueberries for lunch and the childminder talks to them about the importance of healthy eating. Children have regular opportunities for physical exercise and fresh air outside in the childminder's garden and when they go out and about to school and the park. They also have many opportunities for physical activity inside as the childminder uses the floor space in her kitchen well for physical play. Children enjoy using their bodies by crawling through the tunnel into the ball pit. They experiment with different ways to move through the balls and go through the tunnel. They pick the balls up, throw and roll them. Their physical development is promoted well.

The childminder works well in partnership with parents regarding children's daily care routines. When children first start with the childminder, she gathers a good deal of information from parents to ensure she meets children's individual well-being to a high standard. The childminder has discussions with parents when they collect their children about the day's events and she keeps a diary for the youngest children which details what they have eaten and when they have slept, for example, and parents appreciate this information. The childminder works with parents to support children to be ready to go to school. She supports their independence and self-care by helping them to dress and undress and wash their hands after using the toilet for example. These skills give children confidence when they move on to school. The childminder supports children's self-esteem and confidence which fosters their personal, social and emotional development.

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

Leadership and management is good. Children are safeguarded as the childminder has a good understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed training in recognising the signs and symptoms of child abuse and neglect and knows what to do if she was worried a child was being abused. The childminder conducts regular risk assessments which ensure the environment is safe and free from hazards. As a result, children benefit from a safe environment and the childminders vigilant supervision keeps them safe. The childminder understands the learning and development requirements and effectively monitors her practice and children's progress to ensure teaching practice is effective and children are learning.

The childminder is very organised and is good at keeping her documentation in order. She has implemented a good range of policies and procedures which underpin her practice. She has also developed a welcome pack for parents which is comprehensive and thorough. The childminder seeks parents views on her practice by asking them to complete a survey and she feeds this information into her self-evaluation. The good partnerships she has developed with parents enable her to meet children's needs very well. Although she has established good links with the local school and children's centre, she has yet to fully establish links with other local childcare providers with whom she shares the care of children.

The childminder has wholeheartedly thrown herself into establishing her childminding setting. She has put a great deal of effort in and has achieved a lot in the six months she has been minding. The childminder is good at reflecting on her practice and identifying areas for improvement. She sometimes lacks confidence in her own abilities but is aware of this and seeks support where necessary. The childminder is committed to continuous professional development and plans to undertake a formal childcare qualification to enhance her practice. She is keen to access any training she can and has high expectations of herself. The childminder is committed to providing a high quality service to the children and families she serves. Meeting children's needs and their well-being is of paramount importance to the childminder. She has a very professional attitude towards her job and wants to continually improve for the benefit of the children she cares for.

### **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

<b>Unique reference number</b>	EY461648
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	926548
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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