

Inspection date	15/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- Teaching is good because the childminder provides children with a range of opportunities based on their current interests. These are challenging for all children and provide effective support to promote their development across all areas of learning.
- The childminder has a strong understanding of each child's individual learning and progress. This enables her to accurately plan for their future learning so they continue to make good progress towards the early learning goals, in preparation for school when the time comes.
- Children's health and safety are a priority and appropriate safeguarding procedures are in place to protect them.
- There is an effective and supportive partnership with parents. Information is shared and exchanged for the benefit of each child's continual care, learning and development.
- Thorough self-evaluation is effective in identifying the childminder's strengths and weaknesses to enable her to develop her practice and raise standards of care.

It is not yet outstanding because

- There is scope for the childminder to strengthen her already good knowledge about individual children's development by further developing relationships with the local pre-school.

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 play room.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked through children's assessment records, self-evaluation, and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of suitability and training of the childminder.

Inspector

Michelle Morley

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged 11 and nine-years-old in a house in the village of Wrawby, north Lincolnshire. The whole of the ground floor and the rear garden is used for childminding. The family has a dog and a guinea pig as pets. The childminder attends the children's centre and the local library. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, two of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 6pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- extend relationships with the local pre-school to promote highly effective partnerships, for example, by sharing assessment records to further complement the care and learning of children who attend both settings.

Inspection judgements

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

The educational programmes have depth and breadth across all areas of learning. The childminder has a very good understanding of how children learn and develop. She demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. She is knowledgeable about each child's individual needs, ability and stage of development. This means she can effectively plan children's next steps based on their interests and support them to make good individual progress in their learning. Important initial information about the children is gathered from parents during settling-in sessions. This information supports the childminder to assess their starting points and individual learning needs. The childminder regularly observes children in their play and tracks their progress. This allows her to quickly identify any emerging gaps in their learning and development and work to close them. The purposeful arrangement of well-organised resources both inside and outside offers good support to children to make independent choices and explore freely. Children have a range of opportunities to experience their local community. For example, visits to the local park and the childminding stay and play group. This supports their awareness of the wider world and their local community.

Teaching techniques are good because the childminder interacts effectively, uses appropriate language and a high level of challenge. This enhances children's learning

through play, giving them a solid foundation in preparation for the next stage in their learning. For example, the childminder continually encourages children to extend their ideas through being creative and thinking critically. She asks open-ended questions and supports the children to achieve their goals independently. As a result, children build up self-confidence and self-awareness as they welcome her praise for their achievements. The childminder successfully supports children's communication and language skills by talking to them, asking appropriate questions and building on their vocabulary. She models good manners using soft tones and smiles to communicate. As a result, young children are learning to communicate effectively and politely, and are making very good progress in this area.

Parents are fully encouraged to contribute to their child's initial assessment and share what they know about their child with the childminder. This begins the effective and professional partnership with parents, which helps meet the needs of children. The childminder works closely alongside parents and offers ongoing support to children's learning and development at home. For example, she is currently working in partnership with a parent to resolve issues at mealtimes both at home and when with the childminder.

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

Children's emotional well-being is effectively supported through receiving lots of warmth and affection from the childminder. A good level of adult attention and interaction ensures that children form positive and trusting relationships with the childminder. Children have good levels of self-esteem and are confident in the childminder's care because she supports them well and praises them often. She encourages the children to keep trying and develop their skills and learning further through appropriate challenge. She has high expectations of children and has a good understanding of their abilities based on her accurate assessments. The environment is welcoming, and the well-resourced playroom supports children's development across all areas of learning. As a result, children are gaining confidence and are becoming independent learners which supports their all round development and emotional well-being.

The childminder maintains children's good health through effective hygiene routines and offers young children support to become independent in their self-care skills. As a result, children have a good awareness of healthy practices and they demonstrate this as they know to wash their hands before eating and after activities. Children benefit from eating healthy meals and snacks throughout the day and are offered drinks whenever they are thirsty. The childminder introduces new food and tastes and encourages the children to take 'caterpillar bites' to allow them to explore their likes and dislikes. Children have opportunities for fresh air and exercise on their daily walks to and from school and pre-school, when in the garden and during outings. They learn about keeping themselves healthy through regular discussions with the childminder who extends and builds on their knowledge daily. For example, children told the inspector that they had previously discussed vitamins with the childminder and how they support different parts of their body.

A fire evacuation procedure is in place and children take part in emergency evacuation practices. This enables them to develop an understanding of keeping themselves safe in an emergency. The childminder manages children's behaviour well, and provides clear guidance and expectations. She reminds children to say please and thank you, when speaking to others and to have kind hands. She talks to the children at their level making them feel comfortable and valued in her home.

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

The childminder is secure in her knowledge of the safeguarding and welfare requirements and is meeting these well. She clearly understands how to safeguard and protect children from harm. She demonstrates sound understanding of the indicators that would cause concern and the procedures to follow in order to promote the welfare of the children. For example, she knows to record and report matters of concerns to the relevant external agencies. She carries out daily risk assessments in the house and garden that children come into contact with to reduce the risk of hazards. Policies and documents are well organised; for example, attendance registers, permission slips and medication consent, and recording is effective to further protect children. The childminder provides suitable safety seats when travelling by car and appropriate car insurance is in place and available for parents to view, if required. This shows that children's safety is a priority.

The childminder demonstrates a thorough understanding of the Statutory framework for the Early Years Foundation Stage. She provides children with interesting activities and experiences based on their individual interests which promotes their learning and development. As a result, all children make good progress in her care. The childminder accurately observes and monitors children's progress and quickly identifies and closes any emerging gaps in their learning and development. The childminder has a strong commitment to improving her practice and reflects on her progress as a childminder through an effective self-evaluation. She is able to identify particular strengths and weaknesses and has a high regard and commitment for improvement. The childminder attends regular childminder 'stay and play' groups and network meetings. This enables her access to ongoing training courses and supports her to identify her training needs.

The childminder has developed a supportive relationship with other professionals, such as, an Early Years Consultant and Childminding Network Coordinator. She is developing good relationships with the local school and pre-school where time is shared between some of the children. The childminder provides a daily diary to inform the pre-school what the child has done that morning. However, there is scope to extend these relationships further by sharing assessment records to ensure they are each working towards shared targets. Parents are kept informed regularly about their children's progress through daily conversations. A diary is completed each day relaying what their child has done that day as well as regular updates on how their child is progressing. Parents views are sought through comment forms which the childminder plans to use to continually develop and improve her practice.

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	EY462980
Local authority	North Lincolnshire
Inspection number	928112
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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