

Inspection date

Previous inspection date

21/01/2014

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

- Children engage in purposeful indoor learning experiences as the childminder continually builds-on what they already know and can do. She differentiates activities, using varying teaching methods to ensure children are supported and challenged effectively.
- The childminder develops positive links with parents, encouraging information to be continually exchanged. This results in children's individual needs being effectively met.
- Children are protected from potential harm through the vigilance of the childminder. A clear safeguarding children policy, along with the childminder's good knowledge of child protection procedures, results in children's safety being protected at all times.
- The childminder is passionate about the care of children, providing good standards of care and learning from the outset. She evaluates her service as she strives to make continuous improvements to ensure a quality provision is maintained.

It is not yet outstanding because

- The childminder has yet to provide further opportunities for babies to develop their basic mathematical awareness by increasing the range of different size containers and resources which they use to fill, empty and place things inside.
- A wider range of outdoor play activities and resources have yet to be continually provided for younger children to access throughout the year, to fully extend and compliment the already good indoor play experiences they receive.

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 children's play inside and saw the outside play space.
- The inspector continually conducted joint observations with the childminder throughout the inspection.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder.
- She also looked at the childminder's records including observational assessments of children.

Inspector

Melanie Arnold

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11 and five years in a house in Scunthorpe, Lincolnshire. The whole of the ground floor including toilet facilities, a bedroom on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group 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 is currently one child on roll in the early years age group. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. She also provides overnight care.

What the setting needs to do to improve further

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

- provide further opportunities for babies to explore the concept of shape, space and measure and to help them to understand that things can still exist when out of sight, by increasing the range of different size containers and resources for them to fill, empty and place things inside
- extend the range of outdoor activities and resources available for younger children to use, to fully enhance their learning experiences throughout the year.

Inspection judgements

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

Children are happy as they actively engage in purposeful learning experiences, which are planned and provided in line with their developmental needs. The childminder enhances the indoor learning environment for each child by following their interests. For example, the childminder observes younger children's interest in playing with the fridge magnets. She, therefore, takes the magnets from the fridge and places them into a metal tin, making them more easily accessible to children in the main play area. This enables children to independently play with them as they explore how they work. Younger children are provided with lots of opportunities to explore using their senses, with the childminder utilises everyday objects to create additional play experiences for them. For example, children enjoy listening to the different sounds they can make when using chopsticks to bang on empty cardboard boxes and they have fun making lots of noise when playing with the homemade shaker toys. Messy play opportunities, like painting, enable younger

children to explore the touch and feel of paint on their hands. The childminder skilfully adapts her teaching strategies, when differentiating activities to ensure all children are sufficiently supported and challenged. For example, for younger children she creates a language rich environment by repeating and reinforcing simple words and continually talking to babies as they play. This supports their early language and communication skills. For older children, the childminder introduces simple questions to encourage their critical thinking and to extend their communication skills. Older children are introduced to numbers and letters when completing puzzles. However, there is scope to extend opportunities to support babies basic mathematical awareness by increasing the range of different size resources for them to fill, empty and to fit and hide objects into different spaces.

Children enjoy moving to music and learning how to use battery operated toys to create sounds and actions. Their early reading and writing skills are promoted as they enjoy listening to stories read aloud and as they access magnetic drawing boards. Outdoor play opportunities provide older children with opportunities to learn about planting and growing and to develop their physical skills with bats, balls and ride on toys. However, a wider range of outdoor activities and play resources have yet to be provided to fully compliment children's already good indoor play experiences, to further extend younger children's learning throughout the year. Observational assessments are used well to monitor children's progress from their starting points. The childminder continually builds-on what children already know and can do as she identifies and plans for their next steps for learning. Information regarding children's progress is always shared with parents and the childminder encourages them to share information about their child's interests and achievements from home. This enables everyone to work together to support children's good progress in preparation for them starting school.

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

Children relate well to the childminder and are developing good social skills. The childminder takes children to various toddler groups, providing them with opportunities to mix and socialise with a wider peer group. Children's good behaviour is promoted through the reinforcement of simple rules and boundaries, which children learn to adopt. Praise and encouragement is also continually offered to support children's self-esteem. The childminder gathers clear initial information on each child, to ensure she provides individualised care in line with their specific needs, backgrounds, beliefs, abilities and routines. This helps children to feel settled in her care. The childminder provides children with lots of care and compassion, resulting in them developing secure emotional attachments to her. This enables them to develop confidence as they explore their surroundings.

Children's growing understanding of staying safe and being healthy is actively promoted through positive reinforcement, discussions and regular events. For example, children learn to cross the road safely as this is actively promoted with them on outings and through discussions the childminder helps them to learn about 'stranger danger'. Children are encouraged to eat healthy meals and snacks and their awareness of why they need to eat well and be active is promoted through simple discussions. As children get older they

are encouraged to become independent with their health and self-care skills. Children's transition to school is fully supported through the childminder sharing clear information with the next provider about children's current level of achievement. This enables the new setting to continue to support children's good progress. The childminder discusses the process of starting school with children so that they feel emotionally ready for this move.

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

Children receive care and attention to meet their individual needs in a warm and welcoming environment. The childminder has devised clear policies and procedures to support the effective delivery of the Early Years Foundation Stage. She is well aware of her roles and responsibilities, constantly supervising and remaining in sole charge of children at all times to ensure their safety. Clear procedures are followed when the childminder provides overnight care to ensure children's health, safety and welfare are maintained. All adults in the home are known to Ofsted, resulting in full suitability checks being undertaken. The childminder has a clear safeguarding children policy and a good knowledge of child protection issues and procedures, which helps to protect children from potential harm. The childminder continually risk assesses all areas children use to ensure they are safe, secure and suitable. Children's well-being is promoted through the provision of healthy meals and snacks and through the implementation of good health and hygiene routines.

All required training courses for childminding, including the completion of a first aid certificate, have been completed. They have provided the childminder with a firm knowledge of how to develop her setting to ensure children benefit from good standards of care and learning. The childminder monitors the educational programmes by using relevant guidance materials to assess children's progress from their starting points. This ensures each child achieves well within all areas of learning. The childminder also understands how to use this system to identify and support children with possible special educational needs and/or disabilities to ensure children do not fall behind in their development. The childminder is committed to the continued development of her setting and she is motivated and passionate about caring for children. She uses a clear process of self-evaluation, including the views of parents through informative discussions, to continually monitor and evaluate the service she provides as she strives to make ongoing improvements. The childminder actively shares information with other providers and local authority advisors to support the development of her setting through self-reflection and continuous improvement. This enables her to maintain good standards.

The childminder develops effective partnership working with parents, exchanging clear information to ensure children's individuality is respected and met. Parents learn about their children's daily care and activities through informative discussions and they are kept well informed about their children's progress through observational assessment files, which are regularly shared with them. This enables everyone to work together to support children's ongoing development. The childminder is aware of the importance of working in partnership with other providers and professionals if the care of children is shared to support an integrated approach to children's care and learning.

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	EY460228
Local authority	North Lincolnshire
Inspection number	927912
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
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.

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.

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