

## **Inspection date**

Previous inspection date

24/01/2014

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 good teaching skills and clear understanding that children learn through their play. She plans purposefully in order to support children's learning effectively.
- Children are content and comfortable in the childminder's home, displaying a strong sense of belonging and forming positive relationships with the childminder and her family.
- The childminder works closely with parents to ensure she understands and meets children's individual needs well.
- Self-evaluation takes into account the views of parents and is used successfully by the childminder to monitor her practice and to set realistic targets for future improvement.

### **It is not yet outstanding because**

- There is scope to provide children with better access to writing materials so that they increase their understanding that they can write for a purpose during their spontaneous play.
- There is room to enhance the already good sharing of information so that parents can contribute to children's learning journals to enable the childminder to support children's learning to the very optimum.

## 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 taking place in the playroom, lounge and kitchen.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.

## Inspector

Hazel White

## 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 in Upton, Northampton with her husband and two children aged seven and three years. The ground floor of her home is used for childminding. There is a rear garden for outdoor play. The family has a pet cat.

The childminder is able to attend local groups and activities at a nearby children's centre. She visits local shops and the park on a regular basis. The childminder is able to take children to, and collect children from the local school and pre-school. There are currently two children on roll, both are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- enhance children's interest in making marks by increasing the availability of writing materials so that children can, for example, freely make marks, readily write messages and use note books in role play
- extend opportunities for parents to contribute to their child's learning in the setting to enable the childminder to support children's progress to the very optimum.

## Inspection judgements

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

The childminder's practice is based on a secure understanding of how to promote children's learning and development through their play. As a result, children make good progress. The childminder has high expectations of all children based on clear and accurate assessment of their emerging skills. She observes children at play and clearly records her findings in each child's individual learning journals. This enables her to provide a wide range of exciting learning experiences which take into account the children's individual needs, interests and stage of development. Parents share information about their children's starting points when they first join the childminder's care. The childminder keeps parents kept well informed about the activities their children take part in. This is

through the use of a daily diary, regular informal discussions and by parents having access to their children's learning journals. However, there is scope to improve the already good communication with parents, to encourage them to contribute to their children's assessment records. This will enable the childminder to use the information to extend children's learning to the very optimum in readiness for school.

The childminder's home is organised so that children are able to easily access most resources to initiate their own play. This successfully fosters their independence. The quality of teaching is good. The childminder adeptly promotes and supports children's learning. She effectively interacts with them, ensuring that from an early age children's play is purposeful and interesting. Children are becoming confident speakers because the childminder chats easily to them and includes them in conversations. Young children are encouraged to name objects and colours during their play and the childminder repeats phrases back to children to help them consolidate their learning and extend their vocabulary. Children's opportunities to draw and create are offered through planned adult-led activities, which they clearly enjoy doing. For example, they explore the colour and texture of paint with brushes and competently draw using chalks and crayons. However, there are fewer opportunities for children to make marks spontaneously during their play. As a result, children do not have regular opportunities to experiment and fully develop their early writing skills.

Children thoroughly enjoy looking at books and listening to stories. The childminder takes them on visits to the local library so that they can choose their own books. Children learn that writers are called authors and in addition, they celebrate special days and events in recognition of famous authors. This enables children to discuss which stories are their favourite, and the characters that feature in them. As a result, children develop a love of books and an understanding that print carries meaning. Children's mathematical skills are fostered well. They become engrossed as they collect and play with vehicles, searching for the smallest and biggest cars. With the childminder's support they learn why some will not fit into the garage. They play with the zoo and associated animals, describing the giraffes 'long neck' and the elephants 'large truck'. This helps to develop their interest in, and understanding of shape and space. Children learn about the wider world with regular outings around the community. Planning includes use of the garden with toys and games that support and extend children's physical development. Overall, children are gaining the skills and taking part in a range of interesting activities and events which supports their learning and prepares them for nursery and school.

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

Children are settled and secure. The childminder provides a warm and caring environment where she gets to know children well as individuals. Children develop trusting relationships with the childminder and her own children. The childminder requests detailed information from parents to ensure that she can follow their familiar routines. As a result, children's individual needs are consistently met and their emotional well-being is well fostered.

Children display good behaviour because the childminder is a good role model and uses age-appropriate techniques to support this. She consistently offers praise and encouragement, which helps to promote children's self-esteem and confidence. Children are given clear boundaries and the childminder explains why their behaviour is unacceptable and the impact it could have on others. For example, when a child is throwing toys they are gently reminded that they might get broken and somebody could get hurt.

Resources are safe and meet children's learning and development needs well. Activities are adapted according to children's ability. The childminder promotes children's independence effectively by encouraging them to make choices from the resources available to them in the playroom. Children are also encouraged to be responsible for their own personal care needs. For example, they learn to put their shoes on correctly and become self-sufficient when washing their hands. The childminder encourages children to be physically active both indoors and outdoors. Children enjoy riding on wheeled toys in the garden, manoeuvring around obstacles, and join in with the actions to songs. They socialise with other and are forming close relationships and friendships that support and help them when new situations arise in their lives, such as the move to nursery or school.

The childminder promotes healthy eating and offers a range of nutritious and healthy snacks, which meet children's dietary requirements. Children learn about keeping safe as the childminder talks about the importance of road safety when they are out and about. In addition, they know that toys should not be scattered all over the floor because they will trip over them.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements and implements these appropriately to promote children's safety and well-being. A well-written safeguarding policy is shared with parents. The childminder has completed safeguarding training and she is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action to take if she had a concern about a child in her care. As a result, children are protected from harm. The childminder's home is safe and secure because potential hazards are minimised by the use of safety equipment. All areas used by the children are checked and risk assessed before they arrive and children are closely supervised at all times. All adults living on the premises are suitably vetted and children are only released into the care of authorised individuals.

The childminder monitors the educational programmes effectively to ensure that children make good progress. She is aware of and addresses well, the requirements within the Statutory framework for the Early Years Foundation Stage. The childminder has chosen to use the Ofsted self-evaluation form to facilitate her reflective practice and this is effective because she has identified areas of development in order to enhance the children's

learning and care. For example, she recognised that the book corner was under used, so added comfy seating and a low-level book storage unit. This enables children to sit in comfort to look at books and has increased their interest in books. The childminder has attended various courses to keep her knowledge and skills up to date and welcomes advice and support offered by local authority development workers. Resources are plentiful and are maintained well.

The childminder is aware of partnership working to secure support for children with identified needs and is clear about working with other professionals to ensure prompt intervention if necessary so children's needs are met. She has close links with parents in most respects. The childminder has frequent conversations and uses a daily diary to impart useful information about children's activities and achievements. Parents' views are sought to help support and develop the provision. They are pleased with the care and learning their children receive from the childminder. The childminder is mindful of the importance of developing links with other providers of the Early Years Foundation Stage, when the time arises. Therefore, children receive the consistent support they need to complement their learning and development in readiness for school.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

## 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>     | EY464213         |
| <b>Local authority</b>             | Northamptonshire |
| <b>Inspection number</b>           | 932483           |
| <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>  | 2                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | not applicable   |
| <b>Telephone number</b>            |                  |

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

