

## Inspection date

Previous inspection date

28/01/2014

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 understands how young children learn and successfully builds on their interests and enthusiasm. She effectively assesses their development and provides a good range of interesting experiences that meet children's individual learning needs. As a result, children make good progress in their learning.
- Warm and trusting relationships are established between the childminder and the children, therefore they feel safe and secure in her care. She recognises the uniqueness of each child in her care to successfully support their emotional well-being.
- Children are cared for in a safe environment where risks are minimised through detailed risk assessment. This ensures children are safe and their protection is assured within the home and on outings.

### It is not yet outstanding because

- There is scope to enhance the learning environment by extending the use of print and symbols, to support children's developing understanding of words and number.
- The opportunity to investigate and explore natural materials and objects is less represented within the wide selection and high quality range of manufactured toys provided for children.

## 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 children playing in the playroom and hallway.
- The inspector held discussions with the childminder, the assistant and the children present during the inspection.
- The inspector asked the childminder about safety, supervision and outings, and discussed the activities undertaken by children during the inspection.
- The inspector viewed the questionnaires completed by parents of minded children.
- The inspector looked at children's registration forms, parental consents and progress record books, and discussed the monitoring of children's progress.
- The inspector checked evidence of suitability, viewed the safeguarding and complaint policy, discussed the procedures with the childminder and her assistant, and looked at the self-evaluation system that supports the service.

## Inspector

Carys Millican

## 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 in Carlisle, Cumbria. The whole ground floor of the childminder's home and the rear yard are used for childminding.

The childminder occasionally works with an assistant. She attends toddler groups and activities at the local children's centres. The childminder visits the shops, library and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, all of whom 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.

The childminder is a member of Professional Association for Childcare and Early Years and the local childminding group.

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

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

- enhance the learning environment, making it more rich in print, pictures and symbols, to further promote and support children's understanding of words and numbers
- introduce more natural materials and objects to further expand on children's strong exploratory impulses and curiosity.

## Inspection judgements

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

The quality of teaching is good. The childminder listens to children as they play and responds to their requests for activities and play opportunities. By doing so she makes sure that the resources available are linked to their interests and that they are age and stage appropriate. Children have access to a wide range of good quality manufactured toys which they enjoy playing with, however, there is scope to enhance these resources with additional natural, open-ended materials to further develop older children's strong exploratory impulse and curiosity. The childminder gathers a wealth of information from parents on registering with her. Parents complete an 'All about me' document which the childminder uses to support her first observations and help her to identify children's initial starting points. The childminder continues to assess children's learning under the prime and specific areas. This results in her having a clear understanding of children's next steps

in their development, which enables her to plan appropriate activities. The childminder continually assesses children's development by referring to guidance, such as Early Years Outcomes. This helps her identify how she can extend their learning, which ensures that children are continually challenged in their development. The childminder demonstrates a very good understanding of the areas of learning that she is currently focusing on with each child. For example, she is helping to develop walking skills with very young children, helping them to socialise in larger groups and to extend children's communication and language.

The childminder knows the children well and follows their routines to ensure that they feel safe and secure in her care. Therefore, children settle easily on arrival. When children are upset or unwell they cuddle into the childminder, who affectionately reassures and comforts them. Children follow her around and stay close by her side during activities. They use her as a base from which to explore independently. The childminder gives high priority to supporting children's communication and language skills. She builds up their vocabulary through everyday activities, skilfully interacting with them as they play. Babies respond by babbling and vocalising when the childminder speaks to them. As they get older they start to form individual words as they experiment with the different sounds they make. As children get older, the childminder repeats what she hears to help children learn the correct way to pronounce words and extend their language acquisition. The childminder knows that children understand more than they can express themselves and gives them simple instructions, for instance, to pass a toy to her or place a block in the shape sorter. She gives them lots of praise for their efforts, which helps to develop their self-esteem and confidence to repeat the action again and again. Children become familiar with rhymes and songs as the childminder regularly puts on music and sings action songs and traditional nursery rhymes with them. This is shown by children smiling and moving as they listen to the music playing in the background. They learn to do the actions and sing the songs with their parents at home. Children develop an appreciation for books. They independently help themselves to them on the bookshelf. The childminder encourages children to take them home to read with their parents and they also look at them with the childminder during the day. Children see some words and labels in the environment, although there is scope to further extend this to include numbers. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they require for school or the next stage of learning.

The childminder establishes good relationships with parents. She effectively involves parents in assessing and planning for children's future learning. She routinely asks parents about how they think their children are progressing, and by doing this they work together to promote the next steps in children's development. Children's learning and development records are sent home with parents, so that they can see what their children have been involved in, and they are encouraged to add their own comments. This also helps parents to continue their child's learning and development at home and informs the childminder of new interests and events happening at home.

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

The childminder provides a warm and welcoming environment where children feel at home. She demonstrates a very caring nature and has developed a close bond and secure attachment with all the children in her care. As a result, children's individual needs are well met and a strong foundation for their emotional well-being is fostered. Children approach her confidently and with much affection, holding their hands out for a cuddle, while others sit close to her on the floor during activities. The childminder gathers lots of information about children's individual likes, dislikes, needs and interests during settling-in sessions. This helps the childminder and new children become more familiar with each other so that they settle quickly into her care.

The childminder is relaxed, calm and caring, and treats children with respect and sensitivity. She gently supports them to develop an understanding of acceptable behaviour and gives them lots of positive reassurance. By doing so, children gain confidence and their self-esteem is promoted, which helps them to form good relationships with other children in her home and in the other social groups they attend. The childminder helps children to learn how to do things for themselves and become as independent as they can before they move on to nursery or school. For example, she encourages them to help prepare the snack table, tidy away toys and to dress themselves when getting ready to go out. She constantly asks children what they would like to do and quickly picks up on children's interests as they play. For example, children start running from one end of the hallway to the other, so she asks the children if they would like to play hopscotch and gets out the numbered floor shapes so that they can play the game. The childminder makes sure that there are a range of good quality resources that are easily accessible, and this also encourages them to make their own choices in their play. Children enjoy activities to help nurture their appreciation of similarities and differences between themselves and others. For example, the childminder provides small world figures in the doll's house which reflect positive images of diversity. She also introduces cultural festivals and celebrations into their play to promote the diversity of the world around them, for instance, Chinese New Year.

The childminder helps children to develop an awareness of a healthy lifestyles through their daily routines and activities. They enjoy healthy snacks and meals, with fresh fruit and vegetables incorporated into the daily diet. Children become familiar with good personal hygiene procedures, such as washing hands before eating and after toileting, to help protect them from germs. The childminder provides children with good opportunities to promote their enjoyment in being physically active. They play outside in the back yard with an assortment of wheeled toys and small apparatus. They use the local playground facilities and large park to the rear of her home. Children spend several mornings at a number of different toddler groups where they learn social skills in larger groups, which helps prepare them for future moves on to nursery and school. The childminder teaches children about risks and how to manage them. For example, she talks to them about how to stay safe indoors and outdoors as they investigate the environment and resources. Children learn to cross the roads safely and hold hands when out in the community, as well as wearing restraints as they walk to school to keep them safe.

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

Children's safety and welfare are well promoted. The childminder has recently attended safeguarding training, therefore she has a good understanding about child protection and keeping children safe from harm. She is able to identify signs of abuse and knows the correct procedures to refer concerns. She carries out risk assessments for all areas children have access to and for outings. This effectively minimises any potential hazards for children's safety. The childminder has a detailed set of policies and procedures which meet the welfare requirements of the Statutory framework for the Early Years Foundation Stage. These are shared with her assistant so that she is familiar with her role and responsibilities. All the legally required records are maintained to promote children's safety and well-being.

The childminder has a good understanding of her responsibilities for meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. She makes good use of observations and takes children's interests, ages and abilities into account when planning future activities and the next steps in learning. Children's progress is tracked and regularly shared with parents. The childminder monitors and reviews children's progress in order to identify any potential gaps in their learning and she is very aware of the importance of obtaining help from other professionals to ensure that children develop as they should and enjoy everything that they do. The childminder demonstrates a strong commitment to the continuous improvement of her provision. She reflects on her practice using the self-evaluation form as a working document to identify priorities for change. The childminder takes into account the views of parents through questionnaires and takes on board any recommendations raised through local authority monitoring visits.

The childminder builds positive relationships and close links with parents. They regularly share information to ensure children's individual needs are met. When the children attend another setting she contacts the provider through parents to share information between them so that she can complement activities and share developmental achievements. She is also aware of the importance of transition arrangements to ensure that children move to another setting with help and that information is passed on, so that the transition is supported. Written comments from parents express a high regard for the service she provides. They comment that the childminder supports children's learning and development very well and their children have made good progress in their learning since starting.

### **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

<b>Unique reference number</b>	EY466865
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	933772
<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>	6
<b>Number of children on roll</b>	5
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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