

Inspection date	31/01/2014
Previous inspection date	11/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 understands how to promote children's learning and has high expectations for their achievements. As a result, children's progress is good given to their starting points and capabilities.
- The childminder has a good understanding of how children learn and develop. Through detailed observation and assessment of children involved in play she clearly identifies the next steps in their learning.
- Children's individual needs and routines are well-known and their learning is supported in the childminder's care. This is as a result of the close partnerships that have formed between parents and the childminder.
- The childminder ensures her home is safe, secure and well-organised. Children select resources for themselves, helping them to develop their confidence and independence throughout the day.
- Children form secure bonds of attachments with the childminder. She has a good understanding of safeguarding children and takes effective steps to promote their well-being and protect them from harm.

It is not yet outstanding because

- Information gained from observations and assessments are not used to best effect to monitor the success of those activities which are specifically planned to move children forward in their learning.

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 lounge and kitchen/diner.
- 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 the childminder's suitability and qualifications and the childminder's self-evaluation and improvement plan.

Inspector

Tracey Boland

Full report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives on the Lloyds Estate, Corby and works with an assistant. The whole of the ground floor, first floor bathroom and two large bedrooms on the first floor are used for childminding purposes. There is an enclosed rear garden for outdoor play. The childminder has two cats.

The childminder attends a toddler group and childminder's support group and she visits the shops and park on a regular basis. There are currently 12 children on roll, seven of whom are in the early years age group. All attend on a part-time basis. The childminder operates all year round, from 6.30am until 6pm, Monday to Friday, except for 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:

- review and reflect on how children's next steps are linked to planning, so that the learning aims and objectives of planned activities can be more effectively monitored to ensure they are successful in helping each child to move forward with their learning.

Inspection judgements

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

The practice of the childminder and her assistant is based on a clear understanding of how to promote children's learning and development. As a result, children are supported well and make good progress, which prepares them effectively for nursery or school. The childminder plans a wide variety of activities and adapts them for the differing ages of children attending. Informative observations of children involved in play enable the childminder to identify their interests and next steps in learning. However, details of what children need to learn next are not consistently linked to planning so that this information can be clearly monitored. As a result, the childminder is not always secure in her knowledge about which learning activities have been successful in helping children to move forward with their learning, or in identifying if the learning approach needs to be adapted or changed. The childminder uses her observations to record progress and photographs reflect children's enjoyment of the activities provided, which are shared with parents. They in turn share detailed information about their child's starting points at the beginning of their child's placement and on an ongoing basis. The childminder seeks ideas from parents about what activities their child will enjoy and encourages them to share

details of their child's learning at home. For example, parents share details of their own cultural celebrations so that this can be used by the childminder to broaden children's understanding. This ensures good partnerships, continuity of care and supports children's development well.

The childminder provides a safe, well-organised home, where children move safely and confidently in the areas available to them. The quality of teaching is good. The childminder gives high priority to the prime and specific areas of learning with children in the early years. She identifies when early intervention may be needed to ensure that all children receive appropriate support and works closely with other providers of childcare to promote continuity of care. Children become confident communicators and learn to listen well as the childminder asks them questions to encourage their thinking and language skills, sing songs and have access to a wide selection of stories and books.

Children's understanding of the world is developing as they investigate a range of electronic toys; pushing buttons and turning knobs to gain a response. Children learn about different festivals and cultural events throughout the year and parents play an active role by bringing in foods that relate to their particular celebration. A variety of resources are provided that reflect people from around the world and those with disabilities. Children feel valued and included as time spent with parents gathering key words in their different home language enables the childminder, her assistant and children to communicate well. Children thoroughly enjoy trying foods from around the world, which broadens their knowledge of where foods come from. Children develop their creative skills effectively as they enjoy a wide range of art and craft activities. They develop their early writing skills as they make marks and patterns using paints, crayons and gloop. Consequently, children's dexterity and hand-eye coordination are developing well. Younger children are encouraged to become mobile and are supported well in developing their confidence. Low-level furniture enables them to pull themselves to standing and they are supported when beginning to take their first steps.

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

Children's safety is a priority and all areas of the home and garden are safe and secure. A record of all visitors to the home is maintained and children are not left unattended with any visitors to the home. Detailed written risk assessments of the premises, trips and outings are in place and visual checks are made each day to ensure all areas used by children remain suitable. Potential risks have been identified and suitable steps taken to minimise them. Children's understanding of their own safety is encouraged through reinforcing road safety when out on trips and buggies are well-maintained so always suitable for use. Children regularly practise the fire evacuation procedure to ensure they are fully aware of the procedure to follow in an emergency. Therefore, children remain safe.

The childminder and her assistant are good role models to children. They are calm and consistent when dealing with behaviour and children respond positively to their requests. Children are encouraged to be kind, share the toys and to show respect to one another.

Their self-esteem and confidence is continually enhanced through the praise and encouragement they receive. Their artwork is displayed within the home, which encourages them to share their creations with their parents and feel proud of their achievements. Children's social skills continually grow as they meet with other children and familiar adults and engage in a wide variety of activities, such as music and movement and physical exercise. This helps prepare them for the transition to nursery or school.

Children benefit from plenty of fresh air and exercise each day. They access the garden and enjoy visiting parks and walking in the local community to various groups. This promotes their physical development as they have the opportunity to run and climb on large apparatus and play with wheeled toys to develop their control and coordination. Their understanding of healthy lifestyles is further encouraged through the freshly prepared meals they have each day and children enjoy helping themselves to fresh water from a newly acquired water dispenser. Children develop a good awareness of their own personal hygiene through appropriate hand washing throughout the day and the personal care needs of babies and toddlers are met well, which ensures their comfort is maintained throughout their day. Children's emotional development is nurtured very well and they develop secure, trusting relationships with the childminder and her assistant through the gradual introduction into her care. Affection is readily given and received, promoting children's sense of belonging and security and interaction is very good.

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

The childminder is very aware of the importance of continually extending her knowledge and understanding of the childcare field and accessing training to support good quality practice. For example, recent training has been taken on subjects, including early experiences, brain development and behaviour and sign language. The childminder also supports her assistant in developing her knowledge and so she has just completed her level 3 qualification in early years practice. The childminder has a good understanding of how children learn and develop and provides care, learning and play, which support children's all round development. Children play in a warm, child-centred environment and engage in a variety of activities that interest them and encourage their natural curiosity to learn. The childminder has a clear understanding of her role and responsibility in protecting children from harm and neglect and is knowledgeable of the procedures to follow should she have a concern about a child. Details for referring concerns to the relevant agencies are accessible at all times. Good supervision ensures children remain safe and the childminder ensures that suitability checks are completed for her assistant and any other adults within the home. Records of all visitors to the home are maintained and children are never left unattended with un-vetted adults. Good partnerships with parents have been formed. A gradual introduction into the setting enables parents to gain an understanding of the care provided and become familiar with all policies and procedures, which are provided in several languages to meet everyone's needs.

The childminder provides purposeful play opportunities and experiences that enhance children's learning and development. Observations and assessments of children enables

her to monitor children's progress and clearly identify the next steps in their learning, however, this information is not consistently linked to planning so that the success of activities can be effectively monitored. Strong relationships with parents and other providers of early years provision have been formed, enabling all involved in children's lives to provide continuity of care and a shared approach to promoting their learning. Parents regularly view their child's learning journal, enabling them to see the progress made at the childminder's and share details of their child's progress at home.

The childminder is proactive in reflecting on the care she provides. She strives to gain the views of parents and children about the service they receive, in order to strengthen the service provided. Parents speak highly of the care offered and comments include, 'good quality care', 'I like that my child is being looked after well and learning along the way', 'a very flexible childminder, always prepared to help at any point'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	220780
Local authority	Northamptonshire
Inspection number	818179
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	11/02/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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