

Inspection date	07/02/2014
Previous inspection date	09/06/2009

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

- The childminder uses good quality interactions throughout play activities and routines, which successfully promotes children's communication and language skills.
- Children display characteristics of effective learning, such as thinking critically. This is because the childminder provides interesting activities that encourage them to maintain focus for a good period of time.
- The childminder effectively encourages children to be independent. This promotes their confidence and self-esteem and means they develop good self-care skills.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the daily routine, to ensure children are kept safe.
- Very good partnerships with parents and other settings that children attend, ensure that there is consistency and continuity in children's learning and care.

It is not yet outstanding because

- There is scope to enrich opportunities for children to use the garden in all weathers to support their already good physical skills.

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 in the playroom.
- 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 1999 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 20 and 15 years in a house in Lincoln. The whole of the ground floor is used for childminding with sleeping and bathroom facilities located on the first floor. There is an enclosed rear garden for outside play.

The childminder attends a toddler group and activities at the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, five 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 7.30am to 6pm Monday to Friday except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- extend opportunities for children to use the garden in all weathers to enhance their already good physical skills.

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 children learn and develop. She has high expectations of all children based on her knowledge of what they can do on entry to the provision and what they are able to achieve. The regular observation of children at play enables the childminder to assess children's learning needs and plan suitable challenging activities based on their interests. As a result, children are developing well towards their early learning goals ready for their transition towards the next stage in their learning. She provides parents with activities to support their children's learning at home. For example, she will encourage the children to take home the play dough they have made or allow children to borrow a favourite story to share with their family.

The childminder consistently listens to children, appropriately questions and develops their ideas and imagination through purposeful play. Teaching is good because the childminder actively participates in children's play and gets down to their level and allows children to take the lead. This develops children's confidence and self-esteem. The children have access to a wide variety of toys and resources that are available to them throughout the

day. Furthermore, the childminder generates curiosity through a range of interesting multi-cultural resources to help the children gain awareness of diversity and the wider world. For example, a child selected a book to share with the childminder, which was written in Japanese. Children have access to a wide variety of books and make their selection for the childminder to share with them, which further encourages children's love for reading. Children's communication and language skills are reinforced through regular discussions held between the children and the childminder. She encourages children to share their ideas and values their questions. For example, the childminder selected some paint as the child wanted to paint a picture, the child asked, 'why are you putting red paint in?' This led to an in-depth discussion. As a result, children are becoming confident communicators and learners. Children's personal, social and emotional development is promoted well as they benefit from the regular outings to local events and groups. This supports children to extend their learning and enhance their understanding about the wider community. The childminder has supported children who have special educational needs and/or disabilities in the past. She takes all reasonable steps to adapt her practice and the environment to support each child's individual needs. In addition, she has attended training to help her to provide a good level of support for every child. This ensures that every child in her care has the opportunity to reach their full potential.

The childminder shares progress information with parents on a regular basis. She completes the progress check at age two and provides parents with a written summary of the development of their child. This helps parents know how well their child is progressing or how they can support their child's learning at home. The positive relationship with parents helps the childminder to fully understand and provide for children's learning and development needs. Parents are encouraged to contribute their views about their child's progress using the parent comment section in their child's assessment records and through daily dairies. This shared approach to children's learning and development contributes to the good progress children make. In addition, it demonstrates a continuity of learning between home and provision and helps to prepare children for school.

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

Children settle well in the welcoming homely environment because the childminder develops secure relationships with the children and their families. This helps to promote their emotional well-being effectively. The childminder offers suitable settling-in sessions based on children's individual needs and she gathers good information from parents about their child's needs. This ensures all children received a smooth tailored transition from home into the provision right from the start. Children are confident, happy and settled and are developing independence. They form close, warm relationships with the childminder because she is kind, caring and responsive to their individual needs. She offers praise for their efforts and achievements and encourages them to manage their own personal needs. For example, she provides individual towels for each child in the bathroom, which are suspended on the side of the bath using their own magnetic photo pegs. This helps the children to gain independence and encourages them to wash their hands after using the toilet. The childminder provides all children with their own coat peg where they can safely keep special comforters or toys brought from home. This promotes children's sense of belonging in the childminder's home and makes them feel valued.

Children's behaviour is good due to the clear boundaries and gentle guidance provided by the childminder. They have a good understanding of the clear expectations of the childminder and show a good level of respect for her home. For example, a young child explains about all the toys that are stored in the shed and that they are not allowed to go into the other shed as it had tools inside. This shows children have been taught and are aware of potential dangers. As a result, they are gaining an understanding of keeping themselves safe.

The childminder supports children well to learn about healthy lifestyles. She holds regular discussions with children about what is happening to their bodies and they share books to help them understand. The children help grow and prepare their own food and take a keen interest in trying and exploring new foods. For example, a child had requested lettuce with his sandwich, he appeared uncertain and hesitant as he asked, 'Can I eat this? It's got prickles on it.' The childminder reassured him it was lettuce and he began to eat it. This shows he has built a trusting relationship with the childminder and was willing to try new things. Children have opportunities for fresh air and exercise on their daily walks to and from school, pre-school and when playing in the garden. However, there is scope to enrich opportunities for children to use the garden in all weathers to support their already good physical skills. Children also take part in regular visits to the local park where the childminder encourages them to explore the large play equipment. This promotes children's understanding of taking acceptable risks, while testing their skills and ability. As a result, children are developing a sense of self-assurance and self-awareness.

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

The childminder demonstrates a clear understanding of her responsibilities to meet the legal requirements for the Statutory framework for the Early Years Foundation Stage. She has attended local authority safeguarding training and has a clear safeguarding policy to support her should she have a child protection concern about a child in her care. The childminder implements daily safety checks and is vigilant, in relation to assessing risk so that the whole house and outdoor area is safe and secure. An example of this was when she made the decision to remove the stair gate from the top of the stairs as she felt it was a trip hazard to both adults and children. This results in children being more aware of potential dangers and they learn how to use the stairs safely under the childminder's close supervision. The childminder holds a valid first aid certificate and is able to provide appropriate first aid to children, if needed. Effective policies and procedures are in place to administer medicines and record accidents, which help to promote safe practices in support of children.

The childminder has taken action to improve the provision for children since the last inspection. For example, she has developed the process of observation and assessment to allow her to monitor children's progress accurately, to quickly identify and close any gaps in children's learning. From this, she is able to plan interesting and challenging activities for each child based on their current interests and identified next steps. As a result, assessment arrangements are now consistent so that she is able to support children

effectively and regularly share children's progress with parents. Comprehensive learning journals show that each child is making good progress from their starting points in all areas of learning and development, and are exceeding in some. This demonstrates the childminder has a good knowledge of child development and the Early Years Foundation Stage. The childminder has made good use of training opportunities to enhance the service she provides. She has a proactive approach to improving her practice to ensure the children in her care are well prepared for their next stage in learning.

The childminder has developed strong relationships with the local pre-school and will collaboratively share special moments and progress for children that attend both settings. This supports the continuity of care, learning and development and makes a strong contribution towards meeting the needs of children. Partnerships with parents are strong and this is evidence through written comments provided during the inspection. Comments include 'she is an important part of our lives', 'I would absolutely recommend her as a great, reliable, honest, trustworthy and flexible childminder' and 'she is truly a professional'. The childminder encourages feedback from parents through discussion and written questionnaires to inform the self-evaluation process and has identified areas of strength and improvements. As a result, the good system of self-evaluation effectively contributes to the continuous improvement of the setting to ensure children continue to make good progress in their learning and development.

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	208815
Local authority	Lincolnshire
Inspection number	876294
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/06/2009
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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