

Inspection date	11/02/2014
Previous inspection date	11/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder provides resources and activities so that children are confident, active learners. They show increasing levels of independence and skill.
- The childminder demonstrates a commitment to on-going training in order to improve outcomes for children.
- The childminder provides a stimulating environment where children feel safe and secure.
- The childminder uses information from parents to help children to settle within the setting.

It is not yet good because

- There is scope to improve the systems for planning the next steps for children in their learning and development.
- The childminder does not fully engage with parents in order to encourage them to share information about their child's achievements at home, which can then be used to inform planning.
- The childminder does not engage with parents, carers and children in order to identify areas for improvement in the quality of the provision.

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 main play area.
- The inspector sampled the childminder's policies and procedures.
- The inspector took account of parents' and children's comments.
- The inspector discussed the childminder's planning, self-evaluation and improvement plans.
- The inspector conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder.

Inspector

Karen Tyas

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Skegness, Lincolnshire. All of the childminder's house is used for childminding with the exception of the bedrooms.

There is a secure garden for outside play. Schools, pre-schools and shops are all in walking distance. The childminder attends the local childminding group. The family have four cats. There are currently five children on roll, three of which are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from, 8am to 6pm, Monday to Saturday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that information gained through day-to-day observations about children's progress is reflected in planning and used to shape learning experiences for all children.

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

- develop further the partnership with parents so they are actively encouraged to share information about their child's achievements at home
- engage parents, children and carers in self evaluation, in order to develop well-focused improvement plans.

Inspection judgements

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

The childminder provides a stimulating, welcoming environment where children are happy. They busily explore and investigate the toys and activities. The childminder understands the importance of observations and assessment, and provides a range of resources and age appropriate activities. However, information gained through day-to-day observations and assessment about children's progress is not always consistently reflected in planning. This means that some children do not always make the best possible progress in their

next steps of learning and development. The childminder ensures that activities and resources are balanced, and reflect the likes and dislikes of children. Children of all ages share books, sing songs and talk to each other, which promotes their communication skills. The childminder enhances children's individual learning files with photographs of children at play, linking these to areas of learning. However, parents do not contribute to children's individual files, and the childminder is not therefore fully informed of children's progress at home and the views of parents in relation to their child's achievements and difficulties. The childminder demonstrates the knowledge and understanding to complete the progress check for children at age two years.

The childminder interacts in a lively, animated way with children of all ages, which engages and motivates them. For example, two-year-old children eagerly cuddle on the childminder's lap and identify animals in a book. The childminder demonstrates enthusiasm and fun in all activities, which encourages children's love of learning and exploration. Children of all ages confidently move around the setting, talking about what they are doing and demonstrate critical thinking when they transfer knowledge and ideas when playing imaginatively. For example, a three-year-old pretends that a table is an aeroplane. Three-year-old children demonstrate that they are confident and developing the skills and attributes they need to be ready for school, such as listening skills and learning to follow instructions, when they weigh and mix ingredients to bake a cake.

Some two-year-old children are exceeding expected progress in their language development and all children are making steady progress in their physical development. All ages have access to ride-on-toys and scooters in addition to an outdoor play-house, balls and tyres used as an assault course. Children have opportunities to practise early writing skills through making marks. They also paint, draw and chalk outside. Children learn about the wider world in which they live. They visit the seal sanctuary, fire station and go on nature walks. They learn about diverse cultures and the childminder provides samples of food and recipes from all around the world. Children enjoy growing plants in the childminder's garden area and are proud of their achievements. The childminder's daily routines and structure prepare children for the transition to school and all children respond to what is expected of them and demonstrate a good understanding of this.

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

Children of all ages demonstrate emotional attachment to the childminder. They seek her guidance and younger children are easily comforted by her presence. The childminder successfully promotes children's self-esteem, through giving praise and encouragement. The childminder knows children and their families very well and parents comment on how professional and reliable the service is. Older children comment how the childminder is 'more like family'. Children feel safe in the childminder's home because she has a robust understanding of safeguarding, which means that children make full use of the resources and activities whilst feeling secure.

The childminder carries out risk assessments of her home, outdoor activities and excursions to check that all potential risks have been minimised to ensure that all children are safe. The childminder has a secure garden, where children grow plants and engage in

other outdoor activities, such as, a picnic and treasure hunt, thereby ensuring that they have regular fresh air and exercise. The indoor environment has a selection of low-level resources that promote all areas of learning and development. Children also take part in fire evacuation drills, so that they are aware of what to do in the event of a fire.

There is a planned settling-in period when children first attend the childminder's home. Parents are encouraged to attend with their children and share valuable information about their child's likes and dislikes, which helps the childminder to meet each child's individual emotional needs. Children are well behaved because the childminder is a positive role model and uses positive strategies to promote good behaviour. Children are given praise and encouragement, which boosts their confidence. All ages of children are encouraged to read books, concentrate and listen to instructions, for example, when tidying up. In addition, daily routines, such as when they wash hands, teach children to be independent and prepares them for the move on to school. The childminder provides healthy homemade meals and snacks and encourages outdoor play, which ensures that children learn to make positive lifestyle choices.

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

The childminder has a sound understanding of child protection issues. She can identify the signs and symptoms of abuse and understands the procedure to follow in the event that she suspects abuse or has an allegation made against her. The childminder has robust policies and procedures, which she can readily explain and makes available to parents. She also conducts effective assessments to reduce the risk of potential hazards to children. All required records are adequately maintained relating to the safe management of the childminder's provision.

The childminder has improved her knowledge and system for observing and assessing children's progress and has therefore acted on recommendations set at her last inspection. This demonstrates a commitment to improvement. She also uses information that parents supply about their children in order to help children to settle. The childminder maintains a valid paediatric first aid qualification and a food hygiene certificate and has attended further training, such as, autism awareness and how to promote communication. As a result, she is able to promote children's language skills and respond effectively to children's emotional needs.

The childminder ensures that the progress check is completed and is shared with parents to coincide with the two-year developmental check, which supports early intervention systems and the development needs of children. Children's individual files are shared with schools and nurseries when children make the move on to full-time education, which supports their learning and promotes continuity. The childminder demonstrates knowledge and awareness of the importance of partnership working. She reflects on her provision and has acted on areas she has identified as being under developed. However, the childminder does not seek parents' and children's views about her provision in order to develop self-improvement plans. The childminder attends the local childminding group where she benefits from peer support.

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	EY379633
Local authority	Lincolnshire
Inspection number	878799
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	11/05/2009
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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Piccadilly Gate
Store St
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M1 2WD

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