

## Inspection date

Previous inspection date

10/02/2014

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 excellent teaching skills. In addition, individual children's development and learning is regularly tracked showing they make at least good progress towards the early learning goals.
- The childminder's excellent settling-in practices ensure children form strong attachments within the setting and so start benefitting from the childminder's support quickly.
- The childminder is well organised. She fully understands her role and responsibilities in relation to keeping children safe and to child protection.
- The childminder manages the business side of her childminding well and knows what needs to be done to develop her practice. She is able to prioritise improvements so that they have the most impact on children's learning.

### It is not yet outstanding because

- There is scope to further strengthen communication links with children's parents and other carers so that there is even better support for the continuity of children's 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 in the outdoor undercover area, the kitchen and the living room and discussed these observations with the childminder.
- The inspector looked at children's daily diaries, assessment records, planning documentation and other documentation linked to caring for the children.
- The inspector checked evidence of suitability and qualifications of the childminder and her household and discussed her self-evaluation and improvement plans.

## Inspector

Anne Archer

## 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 with her husband and three children aged 13, 11 and three years in a house in Rothwell, Northamptonshire. Ground floor room are used for childminding with access to a rear bedroom on the first floor for sleeping. There is a rear garden for outdoor play. The family has a pet dog and a cat.

The childminder attends group activities at nearby children's centres and visits local parks on a regular basis. She collects children from a local school and pre-school. There are currently four children on roll including three in the early years age group. Children 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:

- support parents and other carers further to enable them to share details of children's learning experiences and achievements outside the setting to better support continuity of development and learning.

## Inspection judgements

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

The childminder has a good understanding of her role in children's development and learning. She has excellent teaching skills that enable her to teach children the basic skills they will need to support their future learning. The childminder provides interesting and relevant activities for them that they enjoy and so are keen to become involved in. For example, the childminder and children have been researching about a place called the Artic where it is very cold. Children colour in their map of the area with a selection of paints making sure there are icy areas, but also green parts where the snow has melted in the sunshine. They share a story about a penguin and are able to relate it back to the activity they did earlier.

The childminder observes children as they play and tracks their individual learning in line with expected developmental milestones. Documentary evidence confirms that children make good progress taking into account their starting points and capabilities. The childminder really understands how to develop children's communication and language skills. As a result, children benefit from playing in an environment that provides many opportunities for conversation and discussion. In addition, books are readily accessible and

feature prominently in the children's day.

Children visit local groups with the childminder that enable them to socialise with other children of a similar age and to experiment and play with different toys. The childminder takes children on adventures to local parks and attractions so they get to know their local environment better and enjoy playing in open spaces. This also gives them good opportunities to practise their physical skills. The childminder talks with parents each day to explain what activities the children have been participating in. She also takes photographs of the children as they play so parents can see for themselves what their children have been doing. However, because the children all attend on a part time basis, there is scope to further strengthen communication links with children's parents and other carers so that there is even better support for the continuity of children's learning including their preparation in readiness for school.

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

The childminder's excellent settling-in practices ensure children form strong attachments with her. She gathers good information from parents about their child to ensure their needs are fully met. This supports the transition from home to her setting and so they start to benefit from the childminder's support very quickly. Children are treated respectfully by the childminder and thrive on the encouragement and praise she gives them. As a result, children's behaviour is good because the childminder manages it consistently.

Children are cared for in a clean and safe environment. Although children are taught to consider their own safety as they play, the childminder makes sure that everything children may come into contact with is risk assessed and made as safe as possible. For example, when children are sitting down, they are reminded to have all four legs of the chair on the floor so they do not topple over. Children's personal care skills develop as they learn about the importance of washing their hands at certain times. They enjoy exploring on the equipment at the park and learn about the importance of fresh air and exercise when they are out and about with the childminder.

The childminder takes into account children's dietary needs and parental preferences when planning and preparing healthy snacks and drinks for the children. Parents provide a packed lunch, which the childminder serves. She understands the importance of everyone sitting together at meal times so children begin to understand that they can be social occasions. Children's health and medical needs are known to the childminder. She holds a current paediatric first-aid certificate enabling her to deal with minor accidents and illnesses. The childminder is fully aware of the requirements for administering medication to children and for keeping accurate records of this.

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

The childminder is an experienced educator who is well organised and fully understands her role and responsibilities in relation to keeping children safe and secure. She is fully

aware of all issues relating to child protection and of her Local Safeguarding Children Board referral and recording requirements. The childminder's safeguarding policy includes procedures for the use of cameras and mobile phones in her home during childminding hours and what to do in the event of an allegation being made about herself or a member of her household. There is also a procedure for the safe collection of children. The childminder informs parents that she and her husband have undergone suitability checks with Ofsted so they are reassured about their children's safety. The childminder has all the documentation required for the safe and efficient management of her setting. Policies and procedures are shared with parents so they understand how the provision operates.

The childminder has a good understanding of the learning and development requirements and uses her experience of working as a school teaching assistant to provide activities to support children's progress in all areas of learning. Individual children's progress is tracked and monitored regularly to make sure any gaps in learning receive additional attention.

The childminder manages the business side of her childminding well and knows what needs to be done to develop her practice. She reflects and evaluates daily, attends local training and seeks the support of other local childminders to enable her to provide the best possible care and learning for the children placed with her. The childminder takes into account any comments from children and parents when reviewing her practice. She has a good relationship with parents and appreciates the benefits of working in partnership to promote continuity of care and learning. However, there is scope to strengthen these links with parents and other carers so that she has a comprehensive understanding of children's experiences and achievements when they are being cared for elsewhere.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY466079
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	934800
<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>	5
<b>Number of children on roll</b>	4
<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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