

Inspection date	24/02/2014
Previous inspection date	10/02/2010

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

- Children make good progress from their starting points as the childminder uses varying teaching methods, which engages each child in purposeful, hands-on learning experiences.
- The childminder works closely with parents and other providers sharing and exchanging clear information to support continuity of care and learning for all children.
- Children relate well to the childminder, showing confidence and security in her warm and welcoming home. She implements her clear policies and procedures to ensure children's health, safety and welfare and effectively maintained.
- The childminder is committed to the continued development of her setting. She works with local authority support advisors and other local providers to share good practice information, which helps her to drive and secure improvements.

It is not yet outstanding because

- Children's mathematical awareness is not always fully explored during the daily routine to maximise their learning in this area.
- Emergency evacuation procedures are not always practiced regularly enough, to fully extend children's knowledge of safety precautions within the home.

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 children's play inside and outside.
- The inspector conducted a joint observation with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
The inspector checked evidence of suitability and qualifications of the childminder.
- She also looked at the childminder's records including observational assessments and self-evaluation.
- The inspector took account of the views of parents and carers through information obtained on the childminder's questionnaires.

Inspector

Melanie Arnold

Full report

Information about the setting

The childminder was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in Scunthorpe, Lincolnshire. The whole of the ground floor, a bathroom on the first floor and the rear garden are used for childminding. The family has two dogs as pets and a fish pond in the garden. The childminder attends a toddler group and visits the library and the park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, one of whom is in the early years age group and attends for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank for holidays, Christmas Day, Boxing Day and New Year's Day.

What the setting needs to do to improve further

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

- utilise opportunities during the daily routine to further explore children's mathematical awareness, especially relating to number and shape
- provide more regular opportunities for children to practise safety precautions, like emergency evacuation procedures, to further extend their growing understanding of how to keep themselves safe.

Inspection judgements

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

Children have fun in the well-resourced home. They freely access their own toys and resources, which are stored in the warm and welcoming designated play room. Interesting resources are also set out for children to access outside and the childminder utilises her local surroundings to provide children with further, exciting outdoor play opportunities. For example, regular trips to the local woods enable children to explore and learn about their natural environment. They also enjoy opportunities to feed the fish in the childminder's garden pond, under her direction supervision and they like playing in the water tray where they learn that the water wheel spins round when they pour water over it. Regular trips to the library promote children's interest in books as they get to choose different stories to bring home with them. Children have fun using their imagination when playing with trucks and diggers and their independence is promoted as they help to prepare their own sandwiches for lunch. However, the childminder does not always fully utilise these everyday tasks to maximise children's awareness of numbers and shapes. For example, the childminder does not always encourage children to count how many sandwiches they have made or to identify what shapes they have made when they cut their sandwich.

Ongoing observational assessments monitor children's progress from their starting points and are used to identify and plan purposeful next steps to support each child's development within all areas of learning. The childminder has continued to develop her observational assessment systems over time. For example, she now recognises the learning potential of activities and links the observations made on each child to the different areas of learning. All of this information is then evaluated when the childminder assesses the child's progress and completes a termly progress report for parents. This keeps parents well informed about their children's current level of achievements. Parents are also encouraged to contribute to their child's ongoing learning by completing 'what I like to do at home' sheets, which provides the childminder with information on children's interests and achievements from home. The childminder also works very closely with other providers where the care of children is shared, exchanging pertinent information relating to children's next steps. This enables both providers to continually build-on what children know and can already do as they work together to support children's good development. This prepares them well for starting school.

The childminder uses varying teaching methods to engage children in purposeful play and learning experiences. For example, during a planned activity to introduce children to different shapes when playing with play dough, the childminder quickly evaluates that the child is not interested in discussing shapes. They are far more focused on putting the play dough into different resources, pressing these down and making pretend hair. The childminder is aware that the child is recalling how to do this from the last time they played with the play dough and is now consolidating their learning. The childminder allows the child to continue to explore and play as they find the scissors, which they skilfully use as they cut the pretend hair. As the childminder engages in play with the child, she skilfully models how to roll the play-dough into a ball, which the child proceeds to try and copy. The child initially protests that they cannot do this but with the support and encouragement of the childminder and with her good modelling techniques, the child copies and accomplishes this for themselves and shows pride in their achievements. The child continually chats to the childminder and she skilfully extends their language, communicate and critical thinking by asking lots of 'why', 'what' and 'how' questions, which the child happily responds to. When the child uses the cutters to make different animals the childminder encourages the child to count how many they have made. The child correctly counts that they have three animals. The childminder continually expands children's learning by building-on what they are doing as well as introducing them to new ideas. For example, the childminder shows the child that when she uses a rolling pin on the play dough it makes a pattern and marks. This interests the child who begins to try out a range of different rolling pins to see what patterns they can make in their play-dough. By following the child's interest and deviating from her original planned activity, the childminder sustains the child's interest and promotes their learning within lots of different areas of learning.

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

Children show high levels of confidence and security in the childminder's care. This is because the childminder values the individuality of the child, resulting in children

developing close and secure attachments to her. Partnership working with parents is good, resulting in clear information being obtained from the outset to ensure children's individual routines and care needs are met. The childminder actively supports children to develop their social skills as she helps them to learn to play cooperatively together. For example, when playing with the play dough the child regularly turns to the childminder and advises her that it is her go. The childminder offers the child lots of praise and encouragement as she advises them they are sharing and taking turns well. Children's good behaviour is promoted through positive reinforcement and constant discussions. The childminder works closely with parents and other providers if children display challenging behaviour, to support an integrated and consistent approach to managing this. This helps children to learn the difference between right and wrong and supports them to improve their good behaviour.

Daily opportunities to play outside in the garden and regular trips to the park provide children with lots of physical play experiences, which encourage them to be active. Children's awareness of how to maintain their good health is promoted through positive reinforcement, activities and discussions. For example, as children independently wash their hands, the childminder reinforces the importance of why they must do this as she discusses how it gets rid of the germs. When preparing their own sandwich for lunch, the childminder discusses the importance of eating healthy foods, like fruits and vegetables with the children. Children are kept safe and they show an overall good awareness of how to keep themselves safe. For example, when using the knife to cut their sandwich and when using the scissors to cut the play dough, the child immediately recognises and advises the childminder that they need to be careful. Also, when the childminder sits down at the table with her hot drink, which she places away from the child to keep them safe, the child turns to the childminder and says, 'we need to be careful'. The childminder seizes this opportunity and reinforces that the child is correct that they do need to be careful as the drink is hot. However, children's growing awareness of other safety precautions within the home are not always fully explored, as things like emergency evacuation procedures are not practised regularly enough with all children.

Children are supported to feel emotionally ready for starting school. The childminder promotes their independence, confidence, good behaviour and social skills, which provides them with a firm grounding for their continued learning and development. Simple discussions about starting school and support provided to children during transition settling in sessions, results in children feeling ready for their move to big school.

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

Children's health, safety, welfare and learning needs are met well as the childminder ensures all requirements of the Statutory framework for the Early Years Foundation Stage are adhered to. All adults within the home are known to Ofsted and have therefore undergone relevant suitability checks to ensure children are cared for, or only come into contact with suitable individuals. The childminder supervises children at all times and continually risk assess the areas children use to ensure their safety is maintained. Children are further safeguarded as the childminder has a good knowledge of child protection issues and procedures to follow should she suspect a child is being abused or neglected. Clear policies and procedures are in place, shared with parents and effectively

implemented to promote the well-being of children. All required records and paperwork are completed with required information to ensure children's individual needs are met.

The childminder has made improvements by working on the recommendations raised at the previous inspection and she is committed to maintaining a quality provision for all children. She has continued to develop her knowledge and skills by maintaining a current first aid certificate and regularly completing other training courses. She uses children's observational assessments to monitor the educational programmes, to ensure all children make good progress within the seven areas of learning. She also evaluates the overall service she provides through working with her local authority support advisor and through sharing and exchanging good practice information with other local childcare providers. This enables her to continually keep up-to-date with current issues and to make continuous improvements to children's care, learning and development.

Partnership working with parents and other providers is good. Information is continually shared and exchanged with all parties involved with the child, to promote an integrated approach to their care and learning. The childminder displays pertinent information for parents on a notice board within her home, including copies of her first aid and public liability insurance certificates and the contact details for Ofsted. A full range of policies and procedures are made accessible to parents to ensure they are aware of the service the childminder provides. Parents receive clear information about their child's daily care and regular information is also shared with them regarding their children's progress and development. The childminder uses parental questionnaires as part of her process of self-evaluation. This provides her with a good overview of her whole provision. Recent completed questionnaires confirm parents are very happy with the service provided by the childminder. They state that they trust the childminder and that their children 'love' to attend. Parents also note that the childminder treats their child 'more like family than a child-minded child' and they also state that the childminder 'goes above and beyond what is expected'. Overall, children benefit from the warm, caring environment created by the childminder, which prepares them well for their future 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	505195
Local authority	North Lincolnshire
Inspection number	819375
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	10/02/2010
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
Manchester
M1 2WD

T: 0300 123 4234
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