

Inspection date	27/02/2014
Previous inspection date	16/02/2012

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 provides children with interesting and challenging opportunities across all areas of learning which motivate and inspire them to learn. This prepares them well for the next stage in their learning.
- The childminder has a clear understanding about safeguarding children from harm, and as a result, children in her care are well protected. Attention to continuing her professional development means that her knowledge about safeguarding is up to date.
- The childminder works in partnership with parents and provides them with daily information about the activities carried out and any new achievements. This ensures that parents are well informed about their children's time with her.
- Children are happy, settled and develop strong bonds and attachments with the childminder and their peers. They behave positively and show care and consideration for each other.

It is not yet outstanding because

- There is room for the childminder to increase the opportunities provided for children in the outdoor environment so that they have increased chances to explore the natural world in all weathers.
- There is scope for the childminder to develop further the opportunities available for children who speak English as an additional language to explore their home language.

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 spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at documents, including a selection of policies, children's assessments records and checked evidence of the childminder's suitability.
- The inspector toured the premises during the inspection and observed children's activities.
- The inspector held discussions with the childminder about the areas of learning and next steps for children's learning covered through a planned activity.
- The inspector took account of the views of parents by viewing parent questionnaires.

Inspector

Kirsty Love

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged three years in a house in Kettering. The whole of the ground floor and the rear garden are used for childminding. The family has no pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except family holidays. She is a member of Northants Childminding Association.

What the setting needs to do to improve further

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

- extend and enrich the outdoor learning opportunities so that children can investigate further their exploration of the natural world during all weathers

- develop further the opportunities for children who speak English as an additional language to explore and value their home language, for example, by finding out additional key words and phrases from parents and increasing access to dual language books and labels.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how children learn through play. She has a robust system in place for gaining information from parents about children's starting points, interests and achievements prior to starting through an 'All about me' booklet. The childminder then uses this information to plan activities around the child's needs and interests and talks to children to ask their opinion on what they would like to play with next. The childminder keeps learning journals for children in her care and records regular observations and keeps photographs of the interesting activities that the children experience, which are shared with parents. After activities the childminder evaluates and plans further experiences for children to build upon what they already know. For example, when a child completes a 12 piece puzzle successfully, the childminder then provides the child with a more challenging puzzle with differing shaped pieces to encourage them to progress even further with their skills in problem solving. This ensures that children make good progress, which prepares them for the next stage in their learning. The childminder has completed the progress check at age two on children

in her care, and has shared this with parents and other professionals to ensure effective support for the child. Parents are given verbal information daily about their child's achievements and activities while in her care.

Children have good opportunities to develop their thinking skills. The childminder encourages this through planning activities which interest children and inspire them to learn. Consequently, they show the characteristics of effective learning and are motivated and keen learners. For example, children sustain attention for a long period of time when exploring with paper, sticky tape and straws. They use prediction and measuring when making rockets and blowing these to see which travels furthest. Children also develop their thinking as they consider how they could stop the air from coming out of the paper when blowing through a straw and showed clear problem solving skills when deciding to cover it with tape. The childminder uses open-ended questions with the children and models being a thinker, which encourages children to find ways to solve problems and help them become strong communicators. However, there is scope to develop further the opportunities for children who speak English as an additional language to help them value and explore their home language in addition to English. Although the childminder uses simple words and signs to help the children develop their English skills, they would benefit further from opportunities to hear, see and use their home language to further develop their already good self-esteem and make even better progress in their learning. For example, this can be achieved by using dual language books or labels, inviting parents in to read a story in their home language and finding out key phrases and words in the child's home language.

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

The children have formed strong bonds and attachments with the childminder and enjoy coming to her. Children move around her home with confidence and demonstrate a sense of belonging, showing that they feel safe and secure with her. The childminder encourages parents and children to visit and spend time with her before being left, which gives her the opportunity to find out more about the children and family and their routines. This means that the transition between home, the childminder and any other settings are a positive experience and children settle quickly. The childminder takes the children on outings to local toddler groups and to collect other children from pre-schools and schools. This helps younger children to become familiar with these environments and so helps them to become emotionally well prepared for the next stage in their learning. When on outings, the childminder encourages children to learn about road safety and talks to children about how to stay safe when out in the community. She allows them to take age-appropriate risk to help them develop their own awareness of safety, such as allowing children to use the sharp scissors to cut when making different creations. All children behave positively and learn to take turns, share and respect one another, due to the childminder's calm guidance. Children show care and concern for one another, for example, a child showed concern as one child went to the doctors. The childminder supported and reassured the child by talking to her about what doctors do, and the child then extended these positive messages by involving the friend in role play and listening to her chest. This shows strong relationships at all levels.

The childminder promotes children's good health by encouraging them to eat healthily. She provides a range of fruit for children to enjoy as snacks and prepares healthy, well-balanced meals for those children who attend all day. Children demonstrate their knowledge about eating healthily and enjoy selecting their fillings for healthy sandwiches for tea. They explore with food and design their own combinations, such as apple sandwiches. This encourages them to have confidence with food and eating healthily. Children are encouraged to wash their hands before food and after toileting which promotes their good understanding of hygiene. Children have daily access to physical exercise and enjoy playing interactive dancing games. The indoor environment is organised and well resourced, promoting children's independence and development. The childminder also has a fully enclosed outdoor area for children's play which is used regularly in better weather conditions. However, there is room to extend the frequency of opportunities for children to explore the natural outdoor environment in all weather conditions, which would further enhance children's all round development and well-being.

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

The childminder has a good knowledge of safeguarding and keeps her training in this regularly updated. This means that she has a clear understanding of possible child protection concerns and is confident in the steps to take in dealing with them. Because of this children remain safeguarded in her care. The childminder has a good knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage and these are all met. A range of relevant policies and procedures support the smooth running of the setting. These are all regularly reviewed and shared with parents who sign to confirm reading them. This in turn provides positive outcomes for the children. The required statutory training is in place, for example, paediatric first aid. This means that the children receive appropriate care in the event of an accident or illness. Children play in a safe and secure environment as the childminder carries out regular risk assessments to check the safety for children. All relevant checks have been completed on members of the household. The childminder completes regular evacuation drills so that children know what to do in an emergency. This means that children are kept safe and protected from harm.

The childminder reflects on her practice and where she can improve to raise children's experiences. For example, she has identified the need for the development of the outdoor area and has thought about plans to further enhance the opportunities provided. Since the last inspection, the childminder has developed her knowledge on observation, assessment and planning and this system is now embedded. The childminder asks children what they like to do and gains their views and opinions and uses these as part of her evaluation of her practice. The childminder reviews the activities that she provides for children by looking at their achievements and enjoyment. She then considers how they can be further extended which helps ensure children make good progress in their learning and are provided with additional support where needed. The childminder has a good understanding of partnership working. For example, she has plans to share various information with the pre-school that one child is due to attend. This means that the

transition between settings meets children's needs. The childminder takes into account parents' views by giving them opportunity to complete regular questionnaires. Parents speak very highly of the childminder. They make positive comments in the recent questionnaires, such as 'my child has developed in confidence since being in the childminder's care because she feels so welcomed and is so happy'. Others speak highly of the various interesting activities that the childminder provides.

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	EY419687
Local authority	Northamptonshire
Inspection number	879986
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	16/02/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

