

<b>Inspection date</b>	28/02/2014
Previous inspection date	09/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 in their learning and development because the childminder takes full account of children's individual interests and their preferred learning styles.
- The childminder knows how to keep children safe, because she has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.
- Children are settled and content with the childminder because she provides a caring and nurturing environment that promotes children's emotional well-being effectively.
- 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 are fewer opportunities for children to extend their understanding of different cultures and explore diversity through activities or accessible resources.
- strengthen assessment records for each child to show the already identified next steps in learning and development so that their progress is well documented.

## 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 lounge and kitchen.
- 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 at children's assessment records, self-evaluation and 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 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Bassingham, Lincoln. The whole ground floor of the house and the rear garden are used for childminding. The childminder has a pet cat.

The childminder attends the local toddler groups. She visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently four children on roll, three of whom are in the early years age range and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She operates all year round from 7.30am to 6pm Monday to Friday, except for family holidays.

### What the setting needs to do to improve further

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

- enhance children's understanding of diversity and exploring different cultures by extending opportunities through activities and providing a wider range of resources
- strengthen assessment records for each child to show the already identified next steps in learning and development so that their progress is well documented.

## Inspection judgements

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

The childminder makes a positive contribution to children's learning and development so they make good overall progress. Her practice is based on a good understanding of how children learn and develop as she effectively supports and promotes their interests. For example, she has extended her resources to support and encourage an individual child's enthusiasm and interest in puzzles. Consequently, children are beginning to acquire the necessary skills they need to support their readiness for school. The childminder collects information from parents about children's interests, abilities and routines before they join the setting. This enables her to plan for the children's individual learning needs from the start. Children's personal, social and emotional development is promoted well as they benefit from regular visits to another childminding setting, the park and local toddler groups. This provides them with regular opportunities to learn about their local community and develop good social skills. Activities to encourage children's understanding about different cultures and diversity are less evident; this means that children do not always have the opportunity to gain a better understanding of the wider world.

Teaching is consistently good. The childminder uses open questioning and helpful instruction and encourages problem solving to allow children to think and be engaged in their learning. For example, when completing a large floor puzzle, she sits alongside the child and gives them encouragement, verbal cues and praise. As a result, children are highly motivated, build confidence in their ability and gain a sense of achievement. The childminder encourages children's communication through two-way conversations. She values their questions and ideas and shows this by listening to them and answering their questions. This supports children to explore and develop their own ideas. Children develop early literacy skills as they select books and take them to the childminder to share. The childminder maximises of these opportunities to extend children's knowledge and understanding further. For example, she allows the child to turn the pages at his own pace. She acknowledges the child's dialogue as he identifies the pictures of birds and worms, and enhances his knowledge further by explaining that birds eat worms. As a result, the child shows a high level of curiosity and interest for a sustained period of time.

The childminder has a good understanding of her responsibility in completing the progress check at age two. This will allow parents to have a more in-depth knowledge of their children's achievements and progress over time, as well as identify any potential gaps in their learning. The childminder provides parents with ideas to support children's learning at home by sharing their new interests and achievements during verbal discussions each day. This shared approach to children's learning and development contributes to the good progress children make, and demonstrates a continuity of learning between home and the setting in preparation towards their next stage in learning.

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

Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. She encourages good manners at all times and reminds the children to say 'please' and 'thank you'. She offers praise and encouragement and has clear and consistent boundaries and expectations in place. For example, children are gently reminded to tidy away after they have finished with an activity. This helps them to gain an understanding and respect of house rules and routines. These routines also reinforce and provide the stability needed to effectively support children with special educational needs and/or disabilities within the setting. The childminder has a high level of awareness of all her children's individual needs and works in partnership with parents to ensure they are consistently met. She has also begun to work in collaboration with the local pre-school and other professionals to ensure appropriate interventions are secured. This allows her to make a strong contribution towards meeting children's needs.

Children develop positive relationships with the childminder and each other. They are confident to explore their environment, showing good levels of self-motivation, which is well supported by the childminder. For example, a young child confidently expresses his wishes to select something from the store cupboard. He chooses a large puzzle which is challenging and aged above his years. The childminder encourages the child to have a go, resulting in him successfully completing the puzzle with limited support or direction from

the childminder. This means children develop a high level of confidence and self-esteem.

The childminder supports children to learn about healthy lifestyles. She offers healthy snacks during the day and allows the children to choose and request what they would like. She displays low-level posters in the kitchen showing different types of fruit and vegetables, which triggers regular discussions. As a result, children learn about being healthy. Children sit at the table when eating as this provides good opportunities to promote their social skills and good manners. The childminder encourages and supports children to wash their hands before eating and after using the toilet. She also supplies sanitising hand gel to further reduce the risk of cross-contamination. This promotes their early understanding of the importance of good hygiene routines. Children have access to fresh air and exercise on a daily basis, both in the garden and on outings. Regular visits to the park and the local toddler groups provide opportunities for children to take supported risks as they climb and use the large play equipment. As a result, children are able challenge their physical ability as they manage and consider their own risks.

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

The premises are safe and secure as the childminder has range of effective safety measures and procedures in place, for example, safety gates, locked doors and cupboards, a first aid box and attendance registers. Daily risk assessments are carried out to ensure that hazards to children are identified and minimised. She has undertaken appropriate safeguarding training and demonstrates a secure awareness of safeguarding procedures, such as signs of children at risk and how to respond to any possible concerns. The childminder holds a paediatric first aid certificate and is able to provide appropriate first aid to children if needed. Effective policies and procedures are in place regarding the administration of medicine and the recording of accidents and incidents. This helps to promote safe practices in support of children.

The childminder demonstrates a good knowledge of child development and the Early Years Foundation Stage. As a result, she is able to plan and deliver a good range of experiences that support children to make good overall progress. The childminder provides children with interesting, challenging activities and experiences based on their individual interests, which promotes their learning and development. She is able to demonstrate a sound knowledge of individual children's age and stage of development and current ability. This allows her to monitor and identify any potential gaps in children's learning and work towards closing them. Assessment records identify the progress children have made taken from regular observations of children at play. However, they do not consistently record the children's identified next steps that are in place to show the continued progress in their learning and development.

Good partnerships with parents exist that are supportive of both children and families. The childminder talks with parents when they bring and collect their child. This means parents remain informed about how children spend their day and of their children's development. The childminder works closely with the parents of children with special educational needs and/or disabilities to ensure she provides a good level of support. She values information

provided by parents to support her and further develop her knowledge and understanding. As a result, the childminder effectively supports all children's needs well. Positive relationships with new parents are established quickly and effectively. This promotes a strong contribution to meeting children's needs from the start. A new parent commented that their child has settled well, enjoys going to the park and has already made progress in the short space of time he has been with the childminder. The childminder is also developing good relationships with the local pre-school alongside other professionals to support children with special educational needs and/or disabilities. This further demonstrates the positive impact of partnership working. The childminder successfully maintains a self-evaluation to identify strengths in her practice and areas for future improvement. This enables her to continually develop her practice.

### **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>	EY103433
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	877314
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/09/2009
<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.

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.

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