

<b>Inspection date</b>	18/02/2014
Previous inspection date	14/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		3
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**

- Children have some creative opportunities to explore and experiment and learn from a variety of activities. Open-ended play and regular interaction with the children suitably extends their fun and learning. As a result, children make satisfactory progress.
- The childminder ensures all children, particularly those who speak English as an additional language, form appropriate bonds and secure emotional attachments.
- The childminder learns about cultural differences through talking to parents and research to learn key words of the child's home language. This helps children to feel at home and have a firm basis upon which to enjoy their education.
- The childminder has a good understanding of safeguarding. The environment is welcoming and stimulating and risk assessments are carried out regularly. The environment is kept secure and clean, which means children are kept safe from harm.

### **It is not yet good because**

- Information is not effectively shared with other relevant professionals to ensure children's needs are consistently met and their progress is not fully monitored to ensure any early intervention is appropriately sought.
- Children are not always provided with healthy, balanced and nutritious drinks and fresh drinking water is not available at all times.
- Occasionally opportunities are missed for children to develop their independence skills during daily routines, such as mealtimes.

## 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 during activities both indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector observed activities and viewed resources and equipment available to children.
- The inspector checked evidence of suitability and qualifications of staff working with children and the childminder's policies and insurance documentation.

## Inspector

Tracey Firth

## Full report

### Information about the setting

The childminder was registered in 1991. She lives in a residential area of Scunthorpe with her husband and grown-up daughter. The childminder uses all of the ground floor of her home and one upstairs bedroom for the younger children to sleep. There is an enclosed garden for safe outdoor play. The family have a pet cat.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently three children attending who are in the early years age range. The childminder cares for children for who speak English is an additional language.

The childminder takes the children to local childminding groups, places of interest and for walks in the area. She has achieved the Local Authority 'Steps to Quality' quality assurance at level 2.

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

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

- ensure information is shared with other relevant professionals to ensure the needs of all children are met and any intervention is sought at the earliest opportunity, particularly if the child is attending more than one setting
- provide healthy, balanced and nutritious food and drink and ensure fresh drinking water is available and accessible at all times
- monitor and assess children's progress to consider whether a special educational need or disability requires specialist support. Link with and help families to access relevant services from other agencies as appropriate.

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

- extend opportunities for children to enhance their independence skills during everyday routines, for example, offer age appropriate drinking vessels to older children at mealtimes.

## Inspection judgements

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

The childminder has an understanding of the educational programmes for the areas of learning and provides appropriate activities to help children make general progress. The prime and specific areas of learning are matched to most children's expected levels of development. The childminder teaches through a range of age-appropriate play resources both inside and outside her home. Children have opportunities to bake, grow food and to use different media and materials, such as sawdust, coconut, corn flour, carpet squares and treasure baskets, which provide exploratory play and sensory experiences. Children's interests are followed and they choose their own play activities. A range of resources are positioned for children to see and independently access, such as baskets of natural resources and trays of noodles, which help to enhance children's fine motor skills and experiences. Children have creative opportunities to explore and experiment and learn from a variety of activities. Open-ended play and regular interaction with the children extends their fun and learning. For example, the childminder sits with the children and they thread bobbins together. She models colour words and appropriately supports threading without taking over. This supports children's communication and language skills.

Cultural festivities are explored, such as Chinese New Year and Halloween, which means children gain awareness of cultural diversity. For children who speak English as an additional language, the childminder takes reasonable steps to provide opportunities for them to develop and use their own language in play and learning. She models language by clearly stating a word and pointing to the object. Books and pictures are available in the children's home languages and the childminder asks parents for translations of key words. This enables some communication in the child's home language. The childminder takes children to the library where there is further access to dual language books and other multi-cultural resources are borrowed from the toy library and children's centre. Role play and dressing up resources reflect cultural diversity, improving children's understanding of the world.

Parents have opportunities to speak to the childminder at the beginning and the end of the childminding day. Files are offered to parents to take home for viewing of their child's development records and examples of activities and work the child has been involved in. In preparation for school, the childminder encourages the children to be confident to choose their own resources, to ask for help when needed, to work together and learn to share. They have good manners and are encouraged to solve simple problems. This supports children to satisfactorily acquire the skills to be ready for the next stages in their learning. However, the childminder has not effectively shared information with other relevant professionals to ensure the needs of all children are met and any intervention is sought at the earliest opportunity, particularly if the child is attending more than one setting. Supporting evidence, such as observations, assessments and planning, which highlight development issues are not used to help identify any additional or special needs in their next setting, despite problems being recognised by the childminder. She has not yet carried out any the progress check at age two, although she understands the process and will be completing her first check in the near future.

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

Children form appropriate bonds and attachments with the childminder and each other because they are happy and enjoy what they are doing. They learn to behave well and play cooperatively, develop independence, explore their surroundings and use their imagination. Children behave well because their behaviour is managed appropriately. A written policy is in place and includes reinforcing positive behaviour, distraction, use of time out and the childminder works with parents to ensure a consistent approach. The childminder is a fair role model; she is polite, caring, shows respect and listens. This is further reinforced with house rules, such as, children must sit down to eat or drink, look after the toys and treat others with respect. The childminder offers children practical explanations, encourages them to share the resources and to help tidy up before moving on to the next activity. Encouragement and praise is given at appropriate times to support the children in confidence and self esteem. Work is displayed then taken home for their parents to see.

Children are well cared for and are encouraged to dress appropriately for the weather. They learn self-care tasks, such as getting dressed, helping to tidy up and sit down to lunch. The childminder risk assesses the premises and activities, which mean children are kept safe as they play. Children learn to keep safe, for example, ongoing explanations about not climbing on the furniture. Play equipment and resources are non-toxic, well maintained and kept in boxes labelled with words and pictures for children to easily identify. Stair gates, fire guards and other safety equipment are used appropriately and precautions have been taken to ensure computer safety. A fire evacuation drill is practised regularly by all the children.

Children have access to a good range of resources, which they can choose from to support their play. They have access to outdoors play and fresh air every day and trips to the local park provide further physical activities on large scale equipment. Daily routines from the parents or carers and written permission for sleep preferences ensure children have enough rest and sleep. Children gain a satisfactory awareness of healthy lifestyles. The childminder supports them to develop an understanding of the importance of physical exercise and a mainly healthy diet; to manage their own hygiene and personal needs and they have use of their own towels. At lunchtime children bring sandwiches from home. At snack time they eat chopped fruit with their fingers. However, the childminder does not always provide the children with cutlery and age-appropriate drinking vessels are not available for older children to learn self-help skills and become independent. This limits opportunities for them to learn self-help skills or how to control their own portion sizes and make choices. Instead of providing fresh water for children to access at all times, the childminder provides a blackcurrant drink out of the children's own spouted non-spill cups. The childminder confirmed the drink to be 'sugar free'. However, it is the acid in drinks of this nature that can have a detrimental impact on children's teeth, particularly when it is drunk from a spouted cup.

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

The childminder has a suitable understanding of her responsibilities in meeting the safeguarding and welfare requirements and implements these appropriately to promote

children's safety and well-being. She understands about reporting any concerns she has about a child in her care. Children are safe and secure within the setting as the childminder identifies and takes action to reduce the risk of potential hazards. All areas used by the children are checked and risk assessed regularly; broken toys are replaced, the environment is kept secure and clean, which means children are kept free from harm. Policies and procedures are in place to ensure safety and confidentiality. Policies are reviewed annually or when new legislative changes come into place, such as, updating the safeguarding policy for mobile phones and cameras. Relevant records are kept and well maintained such as accident and medication records. All adults living on the premises are suitably vetted. The childminder has suitable policies and procedures, which she implements to help her run her service.

Responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage, including overseeing the educational programmes requires improvement. Some monitoring is carried out and each child has their own file containing information on the prime and specific areas of learning met and matched to age and stage of development. Observations are carried out as and when the childminder notices a development stage has been met. These files are shared with parents who can input further information and feedback.

Partnerships with parents are generally effective, for example, new parents and carers are given an information booklet telling them about the setting and the policies and procedures to be followed. The childminder carries out some self-evaluations and attends all local authority training whenever she can to improve her practice. Support visits by members of the Early Years and Best Start Team have recently helped with ideas to improve resources and use of them. The local children's centre is also available to offer any guidance the childminder may need. However, partnerships with external agencies require improvement. On occasion, advice is not always sought from the local team of Early Years Foundation Stage Special Needs Coordinators. The childminder does not always plan for, record or identify children who may benefit from the service. Development guidance is used to measure progress, but not to monitor development delay. The impact on children is they do not receive intervention at the earliest opportunity.

### **The Childcare Register**

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

## 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>	405080
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	819283
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/10/2010
<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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