

Inspection date	06/03/2014
Previous inspection date	01/05/2012

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 works well with her co-childminder to promote good levels of safety and to provide stimulating learning experiences. As a result, children make good progress in their learning and development.
- Children are content with the childminder because she provides a caring and nurturing environment that promotes children's emotional well-being effectively.
- The childminder has a clear understanding of the safeguarding procedures, and effective risk assessment and good supervision ensures children are protected from harm.

It is not yet outstanding because

- The childminder does not always use the opportunities to extend children's number language and colour recognition as part of their everyday play.
- The childminder's engagement with parents does not fully extend to involving all parents in making contributions towards educational programmes.

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 had a tour of the premises.
- The inspector observed activities in the lounge.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked through children's assessment records, self-evaluation and reviewed 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 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives and works with another registered childminder in a house in the Carton Centre area of Lincoln. The childminder is registered to work with an assistant. The whole of the house and the rear garden is used for childminding. The childminder has a pet rabbit. The childminder attends the children's centre and visits the local shops and park on a regular basis. She takes children to, and collects them from the local pre-schools. The childminder is registered to provide overnight care. There are currently seven children on roll, all of whom are in the early years age range and attend for a variety of sessions. The childminder receives funding for the provision of free early education for three- and four-year-old children. The childminding provision operates all year round from 7.30am to 7.30pm 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:

- develop further use of mathematics, such as counting in everyday situations and extend children's knowledge of colour recognition when opportunities arise
- devise methods to encourage parents who are reluctant to contribute to children's learning and assessment to become more involved.

Inspection judgements

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

The childminder has a clear understanding of the children's learning and development needs. She effectively supports and promotes their interests, and develops their concentration by exploring learning with them. For example, a young child that adores playing with the babies was provided with a real baby bath and changing mat to enhance her experience. She played for an extended period of time with the childminder who supported her learning well using appropriate questioning techniques. As a result, children are making good individual progress across all areas of learning, in preparation for school. The childminder collects information from parents about children's interests and abilities before they join the setting. She uses an 'all about me' form to discover children's particular likes and dislikes in order to plan a tailored learning experience right from the start. The childminder will regularly observe children in their play and track their progress. This allows her to quickly identify any emerging gaps in their learning and development and work to close them. The learning environment is engaging. It supports all children to develop their independence and confidence as they explore freely and access the low-level

toys and resources. Children play well together as they join in each other's play. This means they are beginning to develop early personal, social and emotional skills as they form relationships with each other. Children benefit from taking part in regular outings as they visit the local park, toddler groups and children's centres on a regular basis. This supports children well in all their prime areas of learning and develops their understanding of their local community. The childminder also takes children on day trips further afield as they visit the seals, wildlife park and soft play areas. This extends learning about their wider world.

Teaching is good because the childminder actively participates in children's play. She gets down to their level to encourage them to be involved and engage with her and the resources provided. Children develop their creative skills and show much imagination in their pretend play. For example, children like to pretend to cook in the home corner as they use the pasta and real vegetables provided. The childminder's good teaching skills mean that she is able to engage well with the children and interest them in the play activities. She talks to the children as they play and develops their ideas through open-ended questioning. However, opportunities to extend children's counting skills and knowledge of colours are sometimes not exploited. As a result, children have fewer opportunities to develop their interest in mathematical concepts. The childminder promotes an inclusive approach and has developed the appropriate skills and knowledge to support children with additional needs and children who speak English as an additional language. She has completed an in-depth communication training course alongside her co-childminder. This gives her a strong knowledge and understanding to better support children in her care with their communication and language development. A good range of multicultural toys and resources on offer encourage children's understanding about different cultures, diversity and the wider world.

Positive relationships with parents support the childminder to fully understand and provide for children's learning and development needs. Parents are encouraged to contribute their views about their child's abilities, interests and achievements from the time the child starts. The childminder uses an online management application to input diary entries for individual children's activities each day. Parents are able to log on and access their child's assessment records, diary entries and progress made against the early learning goals at any time. The childminder completes an online summary of the development of children who are two-years-old. This helps parents know how well their child is progressing and how they can support their child's learning at home. Parents also have the opportunity to comment in their child's assessment records and make a contribution towards meeting their needs. However, not all parents make use of this facility in order to build a shared approach to children's learning and development. Good partnership working with the local school and pre-school supports children's transitions towards their next stage in their learning. For example, the childminder sends a diary to the local pre-school with children that attend both settings. This provides an opportunity to receive feedback about the child's learning and achievements. It also allows the childminder to extend and follow specific topics covered at pre-school and any new interests the child may have. She welcomes the reception teacher from the local school to visit the children in their natural environment, and discuss progress in preparation for their transition to school. This shows she is fully committed to supporting children's transitions well.

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

The childminder successfully supports children's emotional well-being. She forms close, warm relationships with her key children, because she is kind, caring and responsive to their individual needs. For example, children go down for their nap with ease, and sleep very well in the childminder's home. This is because routines are embedded and children feel safe and secure. Children form strong, secure emotional attachments with the childminder as they enjoy sitting on her knee and having a cuddle after their nap, until they feel ready to go and play. This provides a solid foundation to develop their personal, social and emotional well-being.

Children behave extremely well due to the consistent boundaries and house rules that are in place. Children develop positive relationships with the childminder and each other as they share toys and join in each other's play. They are confident in exploring the environment, showing good levels of self-motivation and confidence. The childminder's home is clean and tidy and she ensures risks are minimised to keep children safe at all times. For example, toys and resources are easily accessible to all children and the padded flooring ensures children do not slip or hurt themselves if they fall. Children are encouraged to test their abilities and take safe risks as the childminder supports them to use the large play equipment at the local park. This promotes physical skills and helps children develop confidence in their ability.

The childminder encourages children to learn about healthy lifestyles because she provides nutritious snacks, and drinks are accessible at all times. She talks to parents about meeting any specific dietary needs or requirements and values their wishes. Children have access to fresh air and exercise on a daily basis as they play in the garden and go on outings. Good hygiene routines are in place as children are encouraged to wash their hands before eating, after using the toilet and touching animals. This good practice is also reinforced through children's role play. For example, an empty soap dispenser is placed next to the sink in the home corner to encourage the children to wash their hands in their play. As a result, children are gaining an early understanding of good hygiene routines. The childminder provides individual clean bedding and towels for each child to reduce the risk of cross-contamination. She encourages children to use the toilet and wash their hands independently and provides additional equipment to support them to do this. For example, a toilet ladder, seat and a step. This promotes children's early understanding of the importance of managing their own basic hygiene and personal needs.

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

The childminder has a good understanding of her responsibility to ensure the safeguarding and welfare requirements are met well. She gives a high priority to safeguarding children and protecting them from harm. She ensures both herself and her assistant have appropriate suitability checks and local authority safeguarding training to further protect children. The childminder has a clear safeguarding policy to support her should she have a child protection concern about a child in her care. She implements daily safety checks and is vigilant in relation to assessing risks so that all areas that children access are safe and

secure. The childminder uses a video monitor in the rooms where children are sleeping. This is an additional safety measure to ensure children are within sight and hearing at all times. The childminder provides suitable age-appropriate car seats when travelling by car, and appropriate car insurance is in place and available for parents to view if required. This shows that children's safety is a priority. She works well with her co-childminder to ensure her policies work effectively in practice, such as having useful systems to ensure parents are aware of and read the policies and procedures when they enrol their child. A fire evacuation plan is in place and regular fire drills are carried out and evaluated. As a result, children's safety is well promoted.

The childminder has many years experience caring for children. She has a good understanding of the requirements of the Early Years Foundation Stage and clearly demonstrates that she is aware of the importance of her role in supporting the development of young children. She ensures that planning and assessment is routinely carried out, and has an accurate understanding of individual children's abilities, skills and progress. The childminder works closely with the co-childminder to plan activities across all areas of learning, taking into account the children's individual interests and next steps. As a result, all children are making good progress in relation to their starting points and age and stage of development. The online management application permits parents to access their child's assessment records from home. Therefore, parents are kept fully informed of their child's learning and progress at all times. The childminder is also able to quickly identify any potential gaps in children's learning and work in partnership with parents to quickly close them.

The childminder has established good partnerships with parents and works closely with them to meet children's individual needs to a high standard. A parent spoken to on the day of the inspection commented that her child is very happy and enjoys coming. She feels both childminders work well together, communicate well and are very supportive. The children enjoy a range of outings and trips and learn new things each day. The online management application allows both her and her child's grandparents to see the progress she is making alongside photographs the childminder has taken. The childminder has responded very well to the recommendations made at the last inspection and is aware of her strengths and areas to develop, to help sustain continuous improvement. The thorough self-evaluation is developed in collaboration with her co-childminder and incorporates the views of parents and children. Strengths and weaknesses are identified alongside targets for future improvements which include expanding to provide additional vacancies and larger spaces for the children to access and play.

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	EY433570
Local authority	Lincolnshire
Inspection number	876025
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	8
Number of children on roll	7
Name of provider	
Date of previous inspection	01/05/2012
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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