

Inspection date	07/03/2014
Previous inspection date	14/01/2010

The quality and standards of the early years provision	This inspection:	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

- The childminder supports developing communication with sound teaching, for example, by using clear language and linking words to gestures and actions. Consequently, children are becoming confident communicators.
- Children are kept safe because the childminder is knowledgeable about safeguarding issues and how to keep children safe inside and outside her home. This means that children are cared for in an environment that promotes their safety and well-being.

It is not yet good because

- Assessment of children's learning and development is not used with full effect to plan for next steps in learning, in order to ensure that all children make as much progress as they can.
- Although, there are opportunities to discuss care routines and interests when children first attend the provision, parents are not encouraged to share what their children are learning at home. This means that children do not always have opportunities to progress through continuity in their learning.
- Opportunities for younger children to explore and investigate using all of their senses are not fully maximised, in order for them to enhance their sensory development. In addition, children are not fully involved in making choices and decisions in choosing toys and resources to play with.

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 and care routines in the living room.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed children's learning opportunities with her.
- The childminder had the opportunity to discuss an activity that had been offered to a child during the inspection.
- The inspector looked at relevant documentation relating to the safety of the children, including policies and risk assessments.

Inspector

Kathy Kilner

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her children aged five and 13 years in a house in Cleethorpes, near Grimsby in North East Lincolnshire. The ground floor of the house is used for childminding and there is an enclosed garden for outdoor play. The childminder takes children to and from school and to the local library and park. Children regularly go on outings to nearby places of interest. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- use the information from observations and assessments to consistently inform future planning, in order that children can make the best possible progress in their learning and development
- involve parents in their children's learning by improving the exchange of information on entry and during the placement, encouraging them to share what they know their child can do at home.

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

- enhance younger children's sensory exploration by providing a greater variety of everyday objects and natural resources for children to explore and investigate, using all of their senses
- increase opportunities for all children to make choices when accessing toys and resources by making them more accessible, for example, by labelling them with words and pictures.

Inspection judgements

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

The childminder has a satisfactory understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She generally knows the developmental stages of children that she cares for and children

enjoy a range of play activities that reflect the seven areas of learning. The childminder observes children as they settle in to find out what they can do. The childminder asks for information from parents as children begin to attend, but this is mainly about their care and interests rather than their development. This means that parents do not contribute fully to children's starting points that will inform planning and future learning and prepare children for school.

Children's communication and language development is promoted as the childminder listens and sensitively supports children's individual needs. She uses clear language and links words to actions so that children develop understanding and listening skills. As children reach for the toy laptop, lift the lid and look at the buttons, the childminder supports them and effectively teaches new skills. 'Can you push the buttons?' she says, demonstrating the action. 'You do it' she encourages. As children's attention turns to finding out what sounds the toys make several are explored. Children make different movements according to the tune and the childminder supports them using appropriate language and movements. Children are encouraged by the childminder to recognise their names as they each have their name on a wooden star peg that holds their towel. This enables them to recognise their name and other children's and supports their development in reading and writing. They are invited to join in a variety of messy play activities and supported in counting activities. The childminder offers a variety of experiences in her home and within the local community that engage children and ensures that they enjoy their time with her. However, although children are making suitable progress and are well supported in spontaneous play the childminder is not making full use of her observations to offer further planned learning experiences that reflect those observations.

The childminder has knowledge of the 'progress check at age two' and knows that it has to be shared with parents to identify children's strengths and any areas where a child's progress is less than expected. The childminder collects children from school each day and organises regular outings to places where children have opportunities to learn in different situations. This means that children are able to access a variety of different learning environments that will support them for transition into school and for future learning.

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

The childminder provides a calm and loving environment that supports children in developing a strong sense of emotional well-being. She gives children consistent praise and encouragement, which builds their self-esteem and confidence. Babies arrive happily, are clearly pleased to see the childminder and eagerly go to her as she holds her arms out to welcome them. The childminder instinctively tunes into children's needs. She has learned to interpret children's different likes and dislikes and to recognise the signs when they are hungry or tired. For example, she knows that a child who loves bouncing in the chair stops bouncing when they become tired and starts to rock. Parents readily share information about children's feeding and sleep times as they arrive with their children. This promotes continuity of care for children.

The childminder ensures that children have fresh air each day playing in the garden and

through regular outings in the local area. Children learn about self-care from a young age and are familiar with the routine of washing their hands before meals. Children have their own towels to support this routine. The childminder is vigilant in checking and changing children regularly when they are wearing nappies. She liaises with parents to discuss when the time is right to start to potty train a child. This promotes continuity of care for children. The childminder encourages and supports children to become independent. For example, babies snuggle in to the childminder as they feed themselves with a bottle. Children understand how to keep themselves safe. For example, they know why they must wear high visibility jackets when they go out to school or on outings. The childminder uses effective behaviour management strategies so that children benefit from consistent guidance to help them learn about acceptable behaviour. For example, children are supported in sharing toys.

There is a suitable range of resources and the environment is safe and welcoming. However, resources are not organised so that children can access them easily or independently. Many of the resources are made from plastic, which taste, feel and smell very similar. This means that opportunities for younger children to explore and investigate using all of their senses are limited.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Actions from the last inspection, with regard to safety, have all been addressed. Risk assessments are in place for indoors, outdoors and for each outing, which promotes children's safety at all times. The childminder has an appropriate knowledge of safeguarding practice and knows what to do if concerns arise about children's well-being or safety. She is familiar with local child protection safeguarding procedures to help keep children safe and is confident in describing the signs and symptoms of abuse. The childminder can discuss what action she should take if she had any concerns about a child. She has a range of policies and procedures, which promote children's safety and welfare and these are shared with parents.

The childminder demonstrates a suitable understanding of the learning and development requirements and has a broad overview of the level of development of children in her care. She assesses learning as she plays with children and effectively interacts and supports them. However, full use is not being made of observation to support planning, neither is information gathered from parents sufficiently rigorous to inform children's starting points. She provides a variety of activities in her home and within the local community that engage children and ensures that they enjoy their time with her. She understands what steps to take if she identifies that children are not meeting expected levels of development.

The childminder is aware of the need to evaluate her provision and uses the Ofsted self-evaluation form for this. She has identified areas to develop and has begun to address

them. For example, she is looking at ways to track children's development effectively and has devised a format to support this as she is aware that more precise monitoring will improve outcomes for children. The childminder has a close but professional relationship with parents regarding children's care. She talks to the parents and has a daily diary that is informative about their children's care routines but also has a small section for each of the areas of learning to show what they have achieved each day so they can continue learning at home.

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	EY362758
Local authority	North East Lincolnshire
Inspection number	821061
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	14/01/2010
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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