

<b>Inspection date</b>	03/02/2014
Previous inspection date	29/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 are well cared for by the kind and caring childminder. Their well-being is promoted as the childminder forms close bonds with them and welcomes them warmly into her home. As a result, children have a real sense of security and belonging.
- Children are making good progress in their learning and development as the childminder provides a stimulating environment in which children can explore the many resources freely available to them.
- The childminder and her assistant work well together as a team. They utilise each other's strengths and organise themselves effectively to meet all children's individual needs.
- Partnerships with parents are good. The childminder works closely with parents to meet children's needs and these positive partnerships are of benefit to the children.

#### **It is not yet outstanding because**

- There is scope for the childminder to increase her knowledge and skills further by accessing more regular training and development opportunities to enhance her teaching practice.

## 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 childminder's kitchen/dining room and play room.
- The inspector viewed the outside area with the childminder.
- The inspector held discussions with the childminder and assistant at appropriate times during the inspection.
- The inspector looked at a range of records including children's details, learning information, written policies, training certificates and a selection of other documents.
- The inspector interacted with children throughout the inspection.
- The inspector read accounts from parents to take their views into consideration.

## Inspector

Clare Johnson

## Full report

### Information about the setting

The childminder was registered in 2003. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and 13-year-old child in a terraced house in the Bracebridge area of Lincoln, Lincolnshire. The childminder cares for children all year round, Monday to Friday, from 7.30am until 6pm with the exception of bank holidays and family holidays. The childminder works with an assistant on a regular basis.

The childminder uses the whole of the ground floor of her home for childminding and this comprises of a kitchen/dining area, small play room and toilet. The living room is used for sleeping. There is an enclosed garden at the rear for outside play. The family have two little dogs as pets.

There are currently 15 children on roll, 10 of whom are in the early years age range and attend for a variety of sessions. The childminder cares for children before and after school as well as during the day. She takes the children out and about in the local area on a daily basis to various groups, the park and on the school run. The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- enhance the quality of teaching further by focussing on regular continuous professional development which has a positive impact on teaching and children's learning.

## Inspection judgements

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

Children are making good progress in their learning and development. The childminder knows each child well and plans activities to support their learning and development needs. She uses an online assessment system, which is effective in tracking children's progress over time and allows the childminder to link her observations of children to the areas of learning and development bands from Early Years Outcomes. The childminder is aware of the requirement to complete a progress check at age two and has systems in place to ensure this happens. The quality of teaching is good. The childminder uses effective teaching methods, such as, providing a range of activities and resources to support children's learning and she makes learning fun. The childminder does have a good knowledge and understanding of child development and how young children learn, however, she occasionally lacks confidence in her practice. The childminder works with an

assistant and together they provide a stimulating and enabling environment which promotes children's learning and development. The play room is full of resources, which the children can freely select from. Children are confident to choose what they would like to play with and the childminder supports younger children to choose what they would like.

Children enjoy participating in various activities when they are with the childminder. The characteristics of effective learning are evident as they play. For example, children are eager to play and explore and have a go at things. They persevere with activities even when they get tricky. Children carefully peel the backs from stickers they wish to use to decorate their pictures. This is something that takes a great deal of concentration and persistence. When they accomplish the task, the childminder and assistant offer them lots of praise, which boosts their confidence. The childminder gives the children the opportunity to peel the stickers themselves rather than just doing it for them, which encourages independence and children's small physical skills are developing well as they have to use their fingers carefully for this intricate task. Children are encouraged to come up with their own ideas in their play. Imaginative role play is a constant feature in this setting and children enjoy playing with the baby dolls and linking their play to their home life experiences. Children's mathematical development is promoted through everyday activities, such as counting the number of toes on the foot sticker. Baking is also enjoyed on a regular basis and children have the opportunity to weigh and measure ingredients. Children's early literacy development is promoted as they are encouraged to have a love of books. They enjoy story time with the assistant and independently choose books and ask for them to be read. Early writing skills are promoted as children have the opportunity to make marks on paper and in messy activities. They run their fingers through cocoa powder and enjoy seeing the marks they make. They explore the texture and strong smell of the cocoa and this supports their development in expressive arts and design as they explore and use media and materials. Babies develop their technological skills when they play with interactive, noisy toys that light up and play music when they press different buttons. They are learning about cause and effect and the childminder or assistant is always on hand to support their play. Children like to participate in creative activities and take pride in creating pictures to take home to their parents. They glue and stick various objects onto brightly coloured paper and use scissors to cut the shiny paper. This is supporting their creative development as well as their physical development.

The childminder includes parents in their children's learning. She has regular discussions with parents about what activities they have been doing and parents can log on to the on-line system at any time to see their children's progress. The childminder has identified that she could do even more to involve parents in their children's learning and plans to implement some written records to complement the on-line system. Parents comment very positively about how the childminder has supported their children's development. The childminder focusses on the prime areas of learning as is appropriate and introduces the specific areas as children are ready. This allows children's learning to be consolidated. She supports children to be ready for school by encouraging their independence skills and communication and language and this supports a smooth transition when children leave the childminder and enter reception.

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

Children's personal, social and emotional development is promoted well by the childminder and her assistant. They are kind and caring practitioners who prioritise children's well-being. The childminder and assistant get to know each child well and form close bonds with them. This allows them to meet each child's individual needs to a good standard. The childminder works closely with parents to ensure she has all the information she needs about children to meet their individual care needs. The childminder's house is a warm and welcoming, family home. Children have a real sense of belonging and security here as the childminder includes them all and the time they spend with her is a happy time. They giggle when they have cuddles and kisses with the childminder and assistant and this is helping them to feel valued and special. This boosts children's self-esteem and confidence. Children behave very well when they are with the childminder. They learn to share and take turns with each other and this is preparing them well for when they start school. The childminder and assistant are positive role models regarding behaviour as they encourage manners and kindness. Children are offered regular praise by the childminder and assistant and they thrive on this.

Children are encouraged to be independent with their self-care and those who are able, confidently use the toilet and wash their hands. They explain to the inspector that you must flush the toilet and wash your hands afterwards and point to the signs in the bathroom, which prompt them to do so. Even though the children cannot read, seeing print in this way is supporting their communication and language and literacy skills well. Children are beginning to understand that germs can make them poorly and this is why they must wash their hands. The childminder encourages good hygiene practices and children benefit from a clean and hygienic environment. Food is prepared with health and hygiene in mind and the childminder wishes to enhance her practice further by attending training in food hygiene. The home is safe and hazard free and this is due to the risk assessments the childminder has conducted and her and her assistant's vigilant supervision of children. Sleeping children are checked regularly by the childminder. Children are kept safe as a result of the childminder's prioritisation of safety. When out of the home the childminder keeps young children safe and warm by securing them in her large four-seat pushchair and wrapping them up well. Older children walk closely to the childminder and wear high visibility jackets to help keep them safe and visible as the route to school takes them near busy main roads. Children are learning to keep themselves safe as they discuss road safety and how to look out for others as well as themselves.

Children's dietary health is well promoted. They enjoy healthy and nutritious snacks and meals, such as, baked beans with seeded bread, roast chicken dinner, satsuma's and raisins, which the childminder provides. Children eat well and are praised for feeding themselves. Babies are fed appropriately and also encouraged to have a go themselves to develop their hand to eye coordination. Children benefit from regular fresh air and exercise outside in the childminder's garden and when they go out and about on the school run or to the park or toddler group. A regular trip is to feed the ducks and children get excited when the childminder mentions they are going to do this today. These regular outings are good for the children as they benefit from many different experiences. The childminder's two little dogs sometimes accompany her and the children on outings and on

the school run and this is something the children enjoy. The dogs are very much a part of the home and setting and the children interact well with them.

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

Leadership and management is good. The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded as the childminder has accessed training to support her to be alert for the signs and symptoms of child abuse and neglect and she knows what to do if she was worried about a child. She has implemented policies and procedures to underpin her practice and these are comprehensive. The childminder and assistant have both completed paediatric first aid training which means they can offer emergency first aid to children in their care. The childminder ensures that anyone living or working in the premises is suitable to do so and has a clear understanding of the requirements to notify Ofsted of any changes that may affect suitability. This ensures children are only cared for by suitable individuals.

The childminder understands the learning and development and assessment requirements of the Early Years Foundation Stage. She monitors the practice of her assistant and they have regular discussions about what they could improve or change. The childminder has a commitment to continuous professional development, however, she has not accessed any training around teaching and learning for some time and this is slightly hindering her being able to advance her practice and that of her assistant further to an even higher level. The childminder does have high expectations of herself and her assistant and wants to continuously improve for the benefit of the children she minds. The childminder reflects on her practice and identifies areas for improvement and plans to formalise her self-evaluation to make it even more effective. She has acted on the recommendation from the last inspection, which was to improve her risk assessments. She has a positive, professional attitude and is open to critique, which will improve her practice.

The childminder has positive partnerships with parents and carers. She values parents as their children's primary carers and educators and works closely with them for the benefit of the children. Parents are fully included in the setting and they speak highly of the childminder and the information she shares with them. The childminder has good relationships with the local school and pre-school. She has identified that she could enhance these relationships to support the transition to school even further.

### **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

<b>Unique reference number</b>	EY263632
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	950611
<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>	12
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/07/2009
<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.

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