

## Inspection date

07/03/2014

Previous inspection date

17/09/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	2
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## The quality and standards of the early years provision

### This provision is good

- Children make good progress in their learning and development. They play and explore in the stimulating and enabling outside play environment which is full of interesting resources that children can freely access.
- The childminder fully includes all parents and carers with all aspects of their children's care and education and this ensures that all children's needs are met to a good standard.
- Children are safeguarded when they are with the childminder as she prioritises their well-being and has accessed recent safeguarding training to enhance her practice.
- The childminder works in close partnership with her co-childminder and they make an effective team as they recognise each other's strengths and utilise them fully.

### It is not yet outstanding because

- In some activities children do not always have enough time to think about their responses because occasionally, the childminder can talk too quickly, leaving insufficient pause between questions.
- There is scope to enhance the systems of monitoring and evaluation of teaching practice by the childminder's observing each other's practice to enhance children's learning further.

## 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 outside playroom.
- The inspector held discussions with the childminder and co-childminder 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 including evidence of the childminder's suitability.
- The inspector accompanied the childminder on the school run.
- The inspector interacted with children throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

## 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 two children aged 14 and 16 years in a house in the Brant Road area of Lincoln. The childminder cares for children all year round, Monday to Friday, from 7am until 6.30pm with the exception of family holidays.

The childminder works with another registered childminder and when they work together this enables the number of children being cared to be increased. The whole of the ground floor, outside play area, a bedroom, a bathroom on the first floor and the rear garden are used for childminding. The childminder has a pet dog.

There are currently eight children on roll, five 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 the park and on the school run. The childminder is a member of the Professional Association for Childcare and Early Years. The childminder has a level 3 childcare qualification.

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

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

- provide children with sufficient time to absorb and process information more effectively to develop their communication and thinking skills to their full potential
- extend the systems of monitoring and evaluation of teaching practice by introducing regular peer observations where each childminder observes each other's practice and offers critique to enhance children's learning to a higher level.

## 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 provides a good range of resources and play experiences to support children's progress across all seven areas of learning. She observes children to assess their developmental stage and uses these assessments along with her knowledge of each child's interests to plan activities and resource the environment. At the last inspection, the childminder was asked to assess children's progress more accurately to ensure they are fully achieving in all areas and use this information to identify more purposeful next steps for learning for each child. She has made good progress and has implemented an effective assessment

and tracking system which she links to the development bands in early years outcomes for each child. Her assessments of children ensure she identifies any areas where extra support may be needed early so she can then work in partnership with parents and other professionals to ensure children get the support they need. The childminder completes summative assessments including the progress check at age two for the children in her care who are between two and three years. These combined with her formative assessments ensure all children are making good progress based on their age and stage of development and their abilities.

The childminder is a good teacher. She has created an enabling and stimulating environment in the outside covered play area which children enjoy exploring. Children can choose which toys they would like to play with and the childminder encourages children to lead their own play. The childminder interacts well with children and extends their learning by asking them questions and offering suggestions for play ideas. Occasionally, she does not give children sufficient time to absorb and process information as she asks them too many questions and talks very quickly. This does not always allow children's communication and thinking skills to develop to their full potential. This is partly due to the childminder's enthusiasm and personality. She is aware of this and that she would benefit from support with her practice. The childminder makes learning fun. The atmosphere in her home is relaxed and humour is used to engage children in playful learning. Laughter is a common sound and children really enjoy the time they spend with the childminder.

Children display the characteristics of effective learning when they are with the childminder. They enjoy playing and exploring in the large, covered outside area. The childminder has created this area specifically for childminding and it is a bright and child-friendly space. Resources are abundant and represent all areas of learning. The area is well-organised into different sections and children move around freely which gives them much choice in their play. Children persevere at activities and a good example of this is when they all decide to build a robot together. The children and childminder get all of the items they will need, such as construction resources, nuts and bolts, wheels and tools. They clear a space on the floor and get to work designing and building their robot. They work together and some children build the body and others build the head. Children's communication and language skills are promoted as the childminder asks them questions to make them think and introduces new words linked to robots and technology. Early literacy skills are developing as children read the instructions to help them decide how to build the robot. Children are encouraged to become critical thinkers and the childminder shows them she values their individual ideas equally. The childminder makes learning fun as she makes robot noises and the children giggle. Children enjoy playing hook a duck with the childminder. She makes this exciting by organising a competition to see who can hook their duck first. Children have to concentrate hard to hover their fishing rod over the duck in the water and hook it. Their physical skills are promoted well here as they have to hold the rod steady and lower it down carefully. When the competition has finished children carry on playing with the ducks and enjoy discussing with the childminder about why each duck looks different. The childminder links their learning when she relates the toy ducks to the real ducks they go to feed. Children find other resources to use in the water and are fascinated as water runs through a sieve as they hold it up. The childminder mimics their fascination and they enjoy these learning experience together.

The childminder works in partnership with parents and carers regarding their children's learning and development. She shares her observations and assessments of children's progress and encourages parents to be involved. Parents comment very positively about the childminder and the help and support she has given them with their children's learning. She helps parents to get involved with their children's learning by giving them ideas for activities they can do together at home. The childminder has established relationships with the local school teachers and pre-school practitioners. She uses these relationships to support children when they move from her setting to pre-school or school and this makes these transitions as easy as possible. Children go on the school run with the childminder each day and so become very familiar with the local school environment. Young children also enjoy interacting with their older peers before and after school and this also helps with the transition to school as they become familiar with school life through the discussions they share.

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

Children are well-cared for by the childminder who prioritises their well-being. They have a sense of belonging as the childminder makes them feel at ease in her home. The childminder gets to know all children she minds very well and this enables her to meet each child's individual needs. She works closely with parents and this has a positive impact on children's care. Children's self-esteem and confidence is fostered by the childminder as she praises them highly and encourages them to have a go at new things.

Children behave very well when they are with the childminder. She is a good role model for them as she demonstrates how to treat others with kindness and care. She encourages manners and explains rules to the children in language they can understand. She is constantly talking to the children about what she is doing and why and what she expects them to do and why. This helps them to understand why certain behaviour is expected and as a result, children respect the childminder and behave well. Children are learning to cooperate with their friends and share toys together because the childminder supports this. Any minor disputes are resolved quickly as the childminder supports children to discuss their problems and find a solution. These skills will support children as they move to school and throughout their lives.

Children have constant opportunities for fresh air and exercise as they play in the outside covered play area. They also have access to the childminder's garden and enjoy daily walks to school and the park. Their physical development is supported well. Children learn about keeping themselves safe as they move around the play area and the childminder reminds them to walk and consider their friends. Children's dietary health is promoted well as the childminder provides them with healthy meals and snacks and encourages parents to provide healthy packed lunches. The childminder makes nappy changing an enjoyable time where she chats to the child and uses the time to strengthen the bond between them. Nappies are changed hygienically and with children's individual needs in mind. Children are encouraged to be independent with their self-care and independently use the potty or toilet and wash their hands afterwards. The childminder sometimes uses anti-bacterial hand cleanse gel instead of soap and water and although this is acceptable, she

recognises that washing hands with soap and water is preferable. She is keen to take advice from the local authority environmental health department to enhance the standards of her hygiene practices to an even higher level. She has also identified that she would like to attend food hygiene training to increase her knowledge and this is something she plans to enrol on soon.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder safeguards children as she has a good knowledge of the signs and symptoms of child abuse and neglect and knows what to do if she was worried about a child. She has comprehensive policies and procedures in place which she uses to underpin her practice and she has recently attended a safeguarding training course and this has enhanced her knowledge further. The childminder works closely with social workers to meet children's individual needs. The childminder prioritises children's welfare and safety. She keeps children safe through her supervision of them and by conducting risk assessments to ensure the environment is hazard free. For example, the childminder has recently had a leak in the kitchen which has resulted in all of the flooring needing to be pulled up and the floorboards dried out. The childminder has worked closely with parents and children to minimise risks and she is extremely vigilant when children are in the kitchen area while there are de-humidifiers operating. At the last inspection the childminder was asked to ensure that sleeping children were kept safe by not allowing her dog to be in the same room as them. She ensures that the dog is either outside or secured in a different room to the sleeping children at all times to ensure their safety.

The childminder has made good progress since her last inspection. She has followed up on all of the actions and the recommendation that was raised and has a clear plan in place to ensure she continues to improve. The childminder now has a full understanding of the notification requirements and what she must notify Ofsted about. She ensures she records detailed information each day about which children have attended and who has cared for them. She understands that only people aged 17 or over can be counted in adult to child ratios. By taking action the childminder has safeguarded children and prioritised their welfare. She accepts and understands what she has previously done wrong and has worked tirelessly to put things right. Her knowledge and understanding of the Statutory framework has been significantly enhanced and as such children are being cared for well. The childminder has a clear drive for improvement. She uses effective systems of self-evaluation to identify and prioritise areas for improvement which will have the most impact on children's care and education. She is keen on attending on-going training to continually support her practice and ensure that she keeps her knowledge of child development up-to-date. The childminder has a level 3 childcare qualification and this has a positive impact on children's care and learning as the quality of teaching is good.

The childminder works closely with her co-childminder. They recognise each other's strengths and utilise these to ensure the effective running of the setting. The childminder has a good understanding of her responsibilities to meet the learning and development

and assessment requirements of the Early Years Foundation Stage. She uses generally effective systems to monitor and evaluate teaching practice which result in good quality of teaching and learning for children, however, these could be enhanced further to ensure all areas for improvement are consistently identified through a peer observation system with her co-childminder. The childminder works in partnership with parents and carers for the benefit of children. She recognises the importance of working closely with parents and values their input into her setting. The childminder has good relationships with others, such as the local school teachers and the local authority advisory service. She values these relationships as she understands the benefits of working together to continually enhance what she offers to the children and families she serves.

### **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>	EY270961
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	959647
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/09/2013
<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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