

<b>Inspection date</b>	03/02/2014
Previous inspection date	15/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 well-organised and managed child-centred learning environment plays a key role in supporting and extending each child's individual progress and as a result, all children's regularly reviewed and assessed progress information provides evidence that children attending across all ages are making very good progress across all areas of learning.
- The childminder has forged strong and trusting relationships with the children and she knows each child well. As a result, she knows what they can achieve and sets meaningful and exciting challenges for them that she knows each child will be interested in and enthused by.
- The children show very high levels of self-esteem and make choices freely and tackle challenges with an 'I can do it' approach.
- The educational programmes on offer have depth and breadth across all areas of learning and children's passion for learning is ignited through interesting and challenging experiences that meet their unique and individual learning and development needs.

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

- There is a lack of samples of children's own writing in the environment and as a result, there are missed opportunities for children to practise their writing skills in a meaningful way and to celebrate their developing achievements.

## 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 undertook a tour of the premises both inside and outside and viewed a sample of children's development files, parent's information and completed parent evaluation forms.
- The inspector examined a wide range of policies, including safeguarding procedures, outings, behaviour management and the settings risk assessments.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector took into account the views of children and one parent spoken to on the day.

## Inspector

Karen James

## Full report

### Information about the setting

The childminder was registered in 1996 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and their three children aged 23, 20 and 14 years and their pet dog in Kendal, Cumbria. The childminder lives close to local shops, schools and parks, attends local toddler groups within the local community and collects children from the local schools and pre-schools. Childminding takes place in the whole of the ground floor of the childminder's dormer-bungalow. Children also have access to the fully enclosed garden for outside play.

There are currently 10 children on roll, of whom five are in the early year's age range and attend for a variety of sessions. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, including bank holidays and family holidays. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. The childminder is a member of the Professional Association for Childcare and Early Years and holds a National Vocational Qualification Level 3 in Children's care, learning and development.

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

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

- encourage children to practise their writing skills in a meaningful way and to celebrate their developing achievements by using the marks they make to label resources and enrich the learning environment.

## Inspection judgements

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

Prior to children starting with the childminder parents and children visit to spend time with the childminder and to share information about the child's interest, skills, abilities and welfare. This ensures that the childminder knows each child's individual care needs, starting points and capabilities; this information ensures that the childminder can plot and monitor the child's progress and development. Detailed observations of children's learning are recorded by the childminder in each child's 'Enjoy and achieve' file. These meticulously well- maintained folders are shared with the child and parents and everyone is encouraged to contribute to it. For example, photographs, pieces of work and early writing samples and observations provide a wonderful 'story' of children's interests and learning both in the setting and at home. As a result, the childminder then skilfully uses all the information gathered to identify the next steps in the child's learning and development across the seven areas of learning. Children's progress is rigorously tracked and the completion of

the progress check at age two ensures parents and the childminder have a good knowledge of children's personal, social and emotional development, communication and language development and physical development.

The childminder uses resources in an innovative way to support next steps in children's learning and development. For example, children explore a season's basket, which is full of interesting and stimulating resources that ignite children's natural curiosity and instigate opportunities for teaching and learning. For example, a child selects a favourite book from the basket and begins to make noises associated with the book's character and babbles about the illustrations. The childminder observes the child as the child independently explores the book, then goes over to the child and uses positional language and models labelling words as the child points to the pictures for the childminder to label. This enables the child to listen and practise what the child has heard, which the child does confidently and as a result, continues to develop their language and communication skills while engaged in a self-chosen and meaningful activity. Children are encouraged to develop their understanding and knowledge of diversity and their own immediate community. Children have been exploring Chinese New Year and have created wonderful wall decorations in preparation for the celebration.

Children have continuous access to a wide array of planned experiences and resources and materials both inside and outdoors and the childminder uses every opportunity to support children's learning through skilful questioning. Children enjoy learning about the natural world and the environment where they go for walks and when they play in the childminders garden. They talk about colours, numbers, learn about money and healthy eating as they visit the shop and buy a healthy snack to share. Children's confidence and self esteem is promoted as the childminder takes an interest in what they do and say and compliments and praises them on things that they are proud of. The child centred learning environment plays a key role in supporting and extending each child's individual progress and as a result, all children's regularly reviewed and assessed progress information provides evidence that children attending across all ages are making very good progress across all areas of learning. However, there is a lack of samples of children's own writing in the environment and as a result, there are missed opportunities for children to practise their writing skills in a meaningful way and to celebrate their developing achievements.

Children are well supported in their learning and development because the childminder has a very good knowledge and understanding of the Early Years Foundation Stage. The childminder has secure knowledge of how children learn and how to support learning and development both through a good balance of adult-led and child-initiated, freely chosen activities. Children are provided with a wealth of opportunities to explore, investigate and learn through first hand experiences. Consequently, children thoroughly enjoy their time and are inquisitive and motivated learners. For example, older children investigate how magnets work as they explore coloured discs on a light board. Younger children hold up cellophane shapes and the childminder skilfully supports the younger children to extend their learning by encouraging them to investigate what happens if they twist and turn the shapes and explore what happens when they look through the coloured cellophane. Older children are encouraged to count and sort and the childminder sets simple mathematical challenges, which the children enjoy. As a result, the child-centred learning environment plays a key role in supporting and extending each child's individual progress.

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

This is a child-centred, fully inclusive setting where all children and their families are welcomed. Children's well-being is very well-met because the childminder is rigorous in ensuring that she has all the necessary information available relating to children's health and safety. Risk assessments and policies are regularly reviewed and robust, and each parent is given a full copy of this documentation so they are kept fully informed of the procedures in place to safeguard their children. The childminder attends regular training to ensure that she is knowledgeable. For example, she has updated her first aid training and attended safeguarding training in her commitment to safeguarding children.

Children's behaviour is exemplary and all children are aware of behaviour expectations through consistent sensitive behaviour management, clear role modelling and consistent routines. For example, children take off their shoes as they enter the house and place their bags on their self-registration card on the step. They hang up their coats and remain calm, happy and immediately settle and engage in activities. They play well together, sharing, taking turns and discussing rules of games. For example, they take turns on the light table with the coloured discs and magnets. They help each other and share tasks with little support from the childminder. They know where resources are kept and are mindful that they need to make sure younger children are kept safe and what resources are appropriate and offer alternatives with maturity and care. The childminder treats all children with warm and loving care, helping them to settle well and feel secure. Close attachments between children and the childminder are evident and children confidently and happily request support. For example, children ask for help as they butter their bread and younger children hold out their arms for a cuddle when they require reassurance. Children are learning and developing good health and hygiene routines and the childminder uses these opportunities to ensure that children practise good hygiene by washing hands before touching food. They are involved in food preparation and menu planning for snack time. The childminder follows good hygiene routines and is an effective role model; she uses knowledge gleaned from past training in the area of safe handling of food to monitor and manage food policies and risk assessments. The childminder ensures that snack times are sociable occasions with conversations being promoted by the childminder. For example, children confidently chat about what days of the week they attend the childminders and what they enjoy doing. The childminder helps the children express their views and provides supportive and sensitive learning opportunities, such as naming the days of the week when a child gets confused.

Children access fresh air daily and are encouraged to exercise by walking to shops, local parks and nursery groups. The childminder has developed robust systems and put them in place to ensure children are kept safe on outings. For example, all outings are risk assessed and a first aid bag, register, phone and emergency contact details are taken along and the childminder is vigilant in ensuring that children are in sight and hearing at all times. During these outings the childminder uses opportunities to support children in early risk assessing, such as crossing roads and walking safely. They confidently share their knowledge and the reasons why they must behave in a certain way to keep themselves safe.

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

Ofsted carried out an investigation in response to information they had received in relation to children's safety during outings and the inappropriate management of a child's behaviour. Following an investigation visit by Ofsted, the childminder received two notices to improve to ensure children are usually within sight and hearing but always within sight or hearing of childminder or assistant and to ensure children are kept safe on outings. The childminder also received a welfare requirements notice to ensure an appropriate behaviour management policy is implemented, particularly when children are upset. The childminder has taken appropriate action to address these by attending training, reviewing her behaviour management policy, updating risk assessments and keeping parents informed of these. Throughout this inspection, the childminder demonstrated a secure and in-depth knowledge of her responsibilities with regards to safeguarding children and promoting their welfare and learning and development within the Early Years Foundation Stage. The childminder has a clear and detailed knowledge of safeguarding and child protection issues. As a result, she is vigilant and proactive in ensuring that her practice is effective in supporting all children's emotional security and ensuring that children are physically and emotionally healthy. Detailed risk assessments are in place and used to keep children safe and identify areas in which the childminder can support children in developing and acquiring their own risk assessing skills and keep them safe. The childminder assesses risk daily prior to children going outside to play. As a result, children are kept safe through the childminder's actions and vigilance. Written safety checks, and risk assessments are very detailed and robust and a strength of the setting. They are regularly reviewed and adjusted to reflect the childminders developing knowledge, experiences and changes in legislation. As a result, they provide excellent foundations on which to secure safe and positive outcomes for all children.

The childminder has drive, passion and enthusiasm for future improvements and seeks advice from the local authority and wider agencies as and when required, in her endeavour to improve outcomes for children. The childminder has a secure knowledge of her provision's strengths and areas for improvement. Self-evaluation is comprehensive, realistic and achievable; it includes input from children, parents and wider agencies and the childminder has rigorously and fully addressed actions and recommendations from the concerns raised. The childminder has attended training to ensure she has the knowledge and skills required to develop her policies and procedures that inform practice and vigilantly monitor how well these work in practice and make adjustments accordingly. The qualifications of the childminder and her commitment to ongoing professional development ensures that she has an accurate understanding of children's abilities and progress. Through her sharply focused assessment systems she has put into place procedures that enable her to track, monitor and target support where children may not be making as much progress as expected in relation to their initial starting points and over a given time. Planning is highly effective and is very well-balanced to ensure that children are given opportunities to lead their own learning and make their own choices; as a result, children are highly motivated, critical, thinkers and active learners. They are excited to learn and enjoy and achieve exceptionally well. The childminder has very positive

relationships with all parents and as a result, parents are confident to support their child's learning at home and share information with the childminder. These strong relationships ensure that all children are fully supported in their learning and development both in the childminder's care and while 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

<b>Unique reference number</b>	317101
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	950140
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/03/2011
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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