

Inspection date	14/02/2014
Previous inspection date	17/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 provides a range of activities for children which help them to develop physically. Children climb, jump and use their smaller muscles to pick up small objects using chop sticks.
- The childminder is warm and affectionate with children helping them to feel secure.
- The childminder works closely with parents to promote children's learning and development.

It is not yet good because

- The childminder does not always teach how to stay safe as she does not apply consistent safety measures for her own children when on outings outside of the home.
- The childminder at times, exceeds the number of children she is permitted to care for without meeting suitable exceptions.
- The childminder does not fully ensure that she informs Ofsted of changes to her circumstances as she is required to do.
- There is not always a range of activities available for children who are beginning to show an interest in letter formation and early writing.

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 conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the playroom.
- The inspector spoke to the childminder at appropriate times throughout the observations and spent time interacting with the children.
- The inspector looked at children's learning journey records, planning systems, a selection of policies and procedures and children's records.
- The inspector discussed an activity with the childminder.

Inspector

Hayley Marshall

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and four children aged nine, eight, six and two years in a house in Deanshanger, Northamptonshire. She uses the whole of the ground floor and the rear garden for childminding. The childminder has two pet rabbits and a guinea-pig.

The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, six are in the early years age group who attend for a variety of sessions and six are school-age children who attend before and after school. The childminder is open all year round from 7am to 7pm Monday to Friday except for family holidays. The childminder has a relevant level 3 childcare qualification and is a member of an accredited scheme.

What the setting needs to do to improve further

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

- ensure that the safety procedures in place for minimising risk to children when walking to and from school are consistently applied, including to the childminder's own children
- maintain safe and legal adult to child ratios at all times
- improve knowledge and understanding of the Early Years Foundation Stage requirements with particular regard to ensuring that changes in circumstances are notified to Ofsted.

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

- increase the range of activities and opportunities for children to experiment with and develop their early interest in letter formation and writing.

Inspection judgements

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

The childminder provides activities for children which support their physical development. They play in the garden in the large wooden fort where they climb, balance along the bridge and enjoy hide and seek. Inside, children explore a range of activities which develop the smaller muscles in their hands. For example, they use chop sticks to pick up small objects and transport them onto another tray. They play with foam and differing materials which they squeeze between their fingers developing their strength and dexterity. Children roll dough and use cutters to make shapes. The childminder sits with children and makes letters from dough which form their name and children recognise these. The childminder asks children if they would like to try to copy the letters using a spoon and the flat dough. However, the children cannot continue to develop this thread of learning because there are few opportunities for them to practise writing and experiment with forming letters and words in the home.

The childminder promotes children's speech and language through the constant discussion and conversations she shares with children throughout the day. Children talk at length about things they enjoy and ask the childminder questions. In turn, the childminder asks questions of the children, such as, 'what colour could we make the dough?' children respond 'purple' and the childminder values their ideas and suggests they will make purple dough next time. When caring for younger children, the childminder uses different ways to increase their communication. Together, the childminder and children sing familiar songs and rhymes and children copy the actions as they recognise the tune. The childminder takes children to groups outside of the home where they start to develop an awareness of how to get along with others. They learn to meet new people and try new things which are different from at home. This helps to prepare children suitably well for their future entry to school as they develop a willingness to learn.

The childminder has recently introduced a new method for observing and recording children's progress. The computer programme she uses generally helps her to track children's progress and identifies whether children are meeting expectations for their age. The childminder can confidently discuss children's development and level of working. She is aware when children are working above expectations and is mainly able to provide activities which suitably challenge and extend their learning. The childminder is keen to share children's learning with parents and gathers information from them about what children do at home and their achievements. When children attend pre-school, the childminder discusses their progress with key people to ensure that children experience continuity in their learning. The childminder works with parents to help children to achieve important milestones and parents are able to adequately support children progress at home.

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

The childminder is warm and affectionate with children who form close attachments to her. She spends time giving children the care and attention they need. For example, when children are feeling unwell she comforts and cuddles them until their parents arrive. The childminder discusses children's home routines and is aware of how to meet children's needs by ensuring they have reasonable time for rest and sleep. The childminder knows that some children need items of comfort, such as, dummies and allows children to use these until they feel settled. The childminder is very flexible in the care she provides and accommodates parents varying shift patterns and working hours, meaning that children follow a routine which is familiar. When a change is about to happen the childminder tells children in advance, helping them to be ready for the change. Children talk about attending pre-school and know what days they go to the childminder and what they will do. This helps children to experience suitably smooth change overs in their different environments.

The childminder talks with children about their families and people who are important to them. This helps children to feel emotionally secure and ready for learning. The childminder generally guides children's behaviour by giving children choices and explaining things to them. Children experience a sense of security as a result. However, children are given mixed messages about safety. This is because although the childminder has multiple procedures for keeping children safe when walking to and from school, she does not apply them consistently with her own children. Children begin to become independent as they find their belongings and attempt to dress and undress themselves. Older children use the toilet and wash their hands independently as they begin to reduce the risk of the spread of infection.

Children sit together at the table as they learn that meal times are a sociable occasion. The childminder promotes healthy eating and encourages children to have regular drinks of water to remain hydrated. Children recognise their own need for refuelling as they tell the childminder when they are hungry and want to eat their lunch. Children have regular exercise and play outdoors with the childminder to help contribute to their healthy lifestyles. When children play in park and garden, the childminder encourages them to test out what they can do. For example, in heavy snow children feel their way around the garden and enjoy the sensation of lifting and carrying snow to make snowmen.

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

The childminder has awareness about how to keep children safe. She has a sound knowledge of the signs and symptoms which might cause her concern about children's welfare. The childminder knows to whom she must report such concerns and maintains an up-to-date list of sources for advice and support which she also displays for parents. The childminder considers the use of technology and how she can reduce any likelihood of risk to children's well-being through its use. The childminder generally carries out risk assessments and usually implements procedures which help to minimise any possible hazards to children.

This inspection was prioritised after Ofsted received information that raised concerns

about the care of children. Although the childminder has a registered assistant who may work with her, at times, she exceeds the number of children she is legally entitled to care for. This is because she misinterprets the conditions under which she may vary the number of children cared for and does not enlist the help of her assistant. The childminder does not have a suitably secure understanding of the Early Years Foundation Stage requirements to be aware that she must inform Ofsted of changes to her circumstances, such as when she has a new baby. The childminder implements self-evaluation. She works with parents to gather their views and asks children to share their ideas. The childminder also works alongside the network coordinator to review the quality of care she provides. The childminder has addressed recommendations from the previous inspection and has a sufficient ability to maintain ongoing improvements in quality for children.

The childminder has undertaken training and develops opportunities to work with other childminders and childcarers to enhance her knowledge. The childminder attends the local children's centre where she discusses her practice and finds out about any relevant changes which might affect her work with children. The childminder develops relationships with other settings where children attend to provide them with consistency. For example, the childminder discusses the progress check for two year olds and who is most suitable to complete this. The childminder communicates her programme of learning with parents and shares children's development electronically which parents say they find accessible and convenient. The childminder has a sound awareness of children's development and so can track and monitor their progress sufficiently. Parents are keen to share their appreciation of the childminder and her work and express their gratitude for the care she shows to children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can and no later than 14 days after the change occurs (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can and no later than 14 days after the change occurs (voluntary part of the Childcare Register).

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	EY297263
Local authority	Northamptonshire
Inspection number	950972
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	12
Name of provider	
Date of previous inspection	17/03/2009
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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