

Inspection date	14/03/2014
Previous inspection date	21/07/2009

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 interacts with children in a playful way and generally knows the developmental stages of the children that she cares for. As a result, children are making steady progress in their learning and development.
- The childminder is knowledgeable about safeguarding and knows what to do in the event of a child protection concern. Consequently, children are kept safe from harm.
- Partnerships with parents are warm and positive, which ensures that children receive the continuity of support they need to make satisfactory progress.

It is not yet good because

- Observations of children's learning are not rigorously assessed in order to monitor where they are in their development so that the childminder can then plan effectively to support continued progress in learning with effective teaching.
- Consistent opportunities to work in partnership with parents to build a collaborative approach in supporting children make the best progress to support their future learning are not sufficiently developed.
- Learning opportunities do not consistently offer children access to a wide range of resources, such as for extending early writing skills.

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 spoke to children and observed play and learning activities inside the home.
- The inspector had a tour of the premises and viewed the equipment and resources available to the children.
- The inspector looked at a selection of policies, procedures and the childminder's self-evaluation.
- The inspector took into account of the views of parents and carers from written comments on the parents' evaluation questionnaire.

Inspector
Kathy Kilner

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and 12 year old son in a house in Gainsborough, Lincolnshire. The children have access to all of the ground floor and one bedroom on the first floor. There is an enclosed garden for outdoor play. The childminder has an assistant working with her. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local school. There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- improve assessment and monitoring of the progress that children are making so that significant learning is consistently identified and used to inform challenging and exciting learning opportunities for children
- develop further opportunities to work in partnership with parents to promote children's learning and development.

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

- improve opportunities for children to develop their early literacy skills by, for example, providing a range of writing materials.

Inspection judgements

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

The childminder has a suitable understanding of how children learn through play and of how to teach children new skills. This enables the childminder to provide a range of play activities that reflect the seven areas of learning. However, observations of children's learning are not rigorously assessed so that the childminder can consistently monitor children's progress and fully support their learning. The childminder gathers information from parents about the interests of their child and their individual needs to aid their smooth introduction to her home. Parents have daily diaries that note some of the children's learning experiences that day. However, consistent opportunities to work in

partnership with parents using a joint approach to support children's future learning are not sufficiently developed. Consequently, children make satisfactory progress in their learning and development.

Children's communication is supported by the childminder as she teaches children that letters and symbols have meaning. Children look for their names and add them to a welcome board. The childminder asks, 'is it windy today?', as children pick up a wind symbol and add it to the board. Children look outside at the weather and add a cloud symbol and are then asked, 'Is it windy and cloudy today?' extending their language. Children are asked questions that invite a response and this promotes their critical thinking. For example, the post arrives and the childminder shares a postcard with children saying, 'I wonder where it's from?' Younger children make noises with toys, flitting from one to another and experimenting with different sounds. They note discovery bottles with liquid, rice and pasta in them and they pick them up one by one exploring them. The childminder interacts with them commenting on what they are doing and the noises the bottles are making. This teaches them about different sounds and supports their developing language skills. The childminder is invited to draw and as a circle is drawn children correctly name the shape. Eyes, a nose and a mouth are added to the circle and children point to each feature and name them correctly. Naming of objects is later consolidated by the childminder's assistant as children snuggle up to her for a favourite story and are invited to name characters as she points to them. The childminder fosters children's curiosity in the natural world. For example, children note a small fly on the table and are fascinated by it. The childminder explores the fly with them and they delight in the fly's movement.

The childminder understands the purpose of the progress check at age two. She has a suitable document ready to record information required for the check when the appropriate time comes. The children are supported to learn the skills needed for the transition to their next stage in learning as the childminder visits a childminding group and takes children to and from school each day. Consequently, children experience a wide variety of different learning environments that will help support the transition to school and their future learning.

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

Children are happy, confident and demonstrate a secure attachment to the childminder and her assistant. The childminder has created a warm, friendly environment where children's self-esteem is fostered. As children confidently enter the provision they happily leave parents and remain settled and secure in their surroundings. Children demonstrate that they know that what they do is valued. For example, they make marks on paper and ask if they can be displayed on the fridge. Children acknowledge one another and point to other children on the welcome board and say their names. Story times are frequent with one child choosing a book and others joining them. 'Would you like to listen to this story too' they are asked. Consequently, children demonstrate their sense of belonging as they snuggle in and listen to the story.

Children are encouraged to complete self-care tasks for themselves and to develop their

independence. For example, children are encouraged to feed themselves and to wipe their noses. Mealtimes are a sociable occasion where children sit together at the table to eat with their friends. The childminder understands the importance of fresh air and regular exercise to promote children's healthy growth and physical development. Children play in the garden and are taken on regular outings. Children are aware of how to keep themselves and others safe. For example, they notice the assistant as she carefully negotiates the buggy through the door and watch until she is safely through before returning to their play. The childminder uses effective behaviour management strategies so that children benefit from consistent guidance to help them learn about acceptable behaviour.

There is a suitable range of resources and the environment is safe and welcoming. The childminder sets out a variety of learning opportunities for the children and supports their learning by doing this. However, learning opportunities do not consistently offer children access to a wide range of resources. For example, the children become fascinated with the inspectors' pen and eagerly made marks on her paper. The childminder sets out paper and wax crayons but no other choice of writing equipment is offered. Consequently, their early attempts at making a variety of different marks are limited.

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

Children are kept safe because the childminder understands her responsibility and monitors her assistant's responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All adults living on the premises have undergone suitability checks in order to protect children. The childminder knows what to do if she has concerns about the children's well-being and she is familiar with local child protection safeguarding procedures to help keep children safe. Risk assessments, both inside and outside of the home, make sure that any hazards to children are minimised. This helps to ensure that children's safety. All statutory documentation, such as, written parental consents, accident and medication records and a daily register are in place which promotes children's welfare.

The childminder has a suitable understanding of the learning and development requirements and a broad overview of the level of development of the children in her care. However, observations of children's learning are not rigorously assessed and consistent opportunities to work in partnership with parents to support children's future learning are not sufficiently developed. However, children are making satisfactory progress in their learning through being provided with a suitable range of activities and resources. The childminder understands what steps to take if she identifies that children are not meeting expected levels of development.

The childminder uses the Ofsted self-evaluation form to evaluate her provision. She has reflected upon her practice through self-evaluation and has assessed the service that she provides and targeted some areas for improvement. She has documented, for example, finding a more efficient way to cross reference observations to children's next steps in learning. The childminder is a member of a local childminding group and uses meetings

with other childminders as an opportunity to share practice. She is clear about sharing information between settings when children attend more than one provision and has developed relationships with the local school who share any new legislation relating to the Early Years Foundation Stage. Partnerships with parents are positive and warm, which ensures that children receive the continuity of support they need to make satisfactory progress.

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	EY241274
Local authority	Lincolnshire
Inspection number	877459
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	21/07/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

