

Inspection date	19/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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 enjoy their time in the childminder's care and have formed secure emotional attachments. She values children highly as individuals and warmly welcomes them into the home.
- Children make good progress in their learning and development due to the quality of interaction from the childminder and the interesting activities she provides.
- Children are safeguarded well as the childminder has a good knowledge of how to protect them and the correct procedures to follow.
- Positive relationships are in place with parents. There are good opportunities for them to access information regarding their children's progress and daily activities through an online computer assessment program.
- The childminder demonstrates clear vision and dedication to her childminding business. Her plans for improvement are well-targeted to strengthen her practice and benefit the children in her care.

It is not yet outstanding because

- There is scope to enhance the exchange of information for parents regarding how they may support learning at home.
- There are fewer opportunities for children to access natural resources and materials that enable them to learn more about the natural world.

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 taking place in the lounge and garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's self-evaluation documents, the register of attendance and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises.

Inspector

Carly Mooney

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and twin children aged 17 years in a house in Thurlby, Lincolnshire. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog and three cats. The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local school and pre-schools. There are currently 16 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 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- extend the already good partnerships with parents by further developing strategies to share information that promotes children's learning at home

- enhance the outdoor area to maximise children's opportunities to explore and investigate the natural world.

Inspection judgements

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

Children are happy and at ease in the welcoming environment, where the childminder is attentive to their individual needs. They explore their surroundings in confidence and choose activities they are interested in from the varied range of toys and resources available. The childminder has a secure understanding of how children learn and ensures activities are based on their interests, enjoyment and development needs. Teaching is good. For example, during a gluing activity the childminder introduces children to new vocabulary, such as, squeeze, pour and swirl. She demonstrates a good understanding of the different abilities of the children participating in the activity by providing different size glitter shakers and encouraging the eldest children to write their own name on their finished picture. Conversation flows throughout to support children's communication skills and age appropriate questions encourages children's thinking skills. For example, the childminder asks, 'what colours can you see?' when children hold up their glittery hands in the light.

The childminder has developed effective systems to observe, assess and plan for children's learning needs. She observes children in their play and takes photographs of them to

illustrate the activities they enjoy. She uses a computer assessment program to record her observations of children's learning and carry out progress reports, such as the progress check at age two. The system is used to regularly track and assess children's progress and ensure they are well prepared for their next stage of learning, such as starting school. Parents can access this system at any time to review their child's progress and are sent regular photographs in this way. However, there is scope to enhance the information parents receive about how they might support their children's learning at home.

Children spend time every day in the childminder's garden which provides them with good opportunities to develop their physical skills using a range of equipment. For example, children throw bean bags into hoops to develop their hand to eye coordination. The childminder extends learning as she encourages the children to take a step back each time so that the activity provides more challenge. However, children have fewer opportunities to explore other areas of learning outside, such as the natural world. For example, through digging in mud or growing a range of plants and vegetables in the garden. Children spend time at local groups for interaction with their peers and visit places of interest, such as local woods and parks to extend their learning experiences. A suitable range of resources are in place to help children gain an awareness of the diverse society in which they live.

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

The childminder warmly welcomes children and their families into her home, helping to promote their sense of security and belonging in the setting. Secure emotional attachments have formed, as children approach the childminder with ease and are confident to express their wants and needs. For example, they tell the childminder when they are hungry and approach her with a book when they want to listen to a story. Her home is welcoming and children move freely between play spaces, independently accessing the toys and resources. The childminder provides a fully inclusive service to all children attending and ensures she gathers clear, precise information from parents at the start of children's placements so that individual children's needs are thoroughly addressed. Ongoing needs are constantly addressed through daily conversations and the computer assessment system which parents have 24 hour access to. Children attend other settings and the childminder has clear systems in place for sharing information to promote children's well-being and ensure that learning needs are met.

Children show clear familiarity with the rules and routines of the setting and are developing clear independence in their learning. For example, after eating, children take their bowl to the kitchen and make good attempts to put on their own coats and shoes for outdoor play. Children are learning a good sense of responsibility, as they help to tidy away after themselves, independently fetching a play hoover and dustpan and brush to sweep up glitter from the floor after their gluing activity. Children behave well in the setting. They respond well to gentle guidance from the childminder for sharing and turn taking in activities and use beautiful manners when asking for things. Children welcome her praise and encouragement during activities, which instils confidence and self-esteem.

The childminder promotes a healthy lifestyle in her setting. A good range of healthy

snacks and homemade meals meet children's nutritional needs and they have constant access to their own drink throughout the day. Children spend time in the fresh air on a daily basis, either in the garden or on walks to take and collect children from school. Children's safety is a priority both within the home and on outings and they are well supervised by the childminder as they move around the home. She also encourages children to be active and explore their environment, while teaching them to be safe. For example, there are clear rules regarding road safety which children must adhere to on walks.

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

The childminder has a secure understanding of the safeguarding and welfare requirements and has an informative range of policies and procedures in place to support children's well-being. She is aware of the procedures to follow in the event of a concern about a child in her care and has completed child protection training. Suitability checks are carried out on adults within the home and children are never left alone with people who are not vetted. Furthermore, the childminder keeps a record of all visitors to the setting as a further safeguarding measure. The childminder's home is secure and a thorough process of risk assessment ensures they play in a safe environment both in the premises and on any outings. Documentation is organised and maintained to a good standard both electronically and in written form, which effectively supports children's safety and welfare.

The childminder demonstrates a secure understanding of the learning and development requirements, delivered through well thought out and planned activities that support children's good progress towards the early learning goals. She uses appropriate guidance to ensure children are making expected improvement and that gaps in learning are appropriately noted. Effective systems for self-evaluation are in place and the childminder demonstrates clear focus and vision for her future practice. Training, such as courses aimed at supporting children under two in the Early Years Foundation Stage, are regularly attended, which benefits children of this age in her care. Future plans are realistic and will enhance the setting further over time.

Relationships with parents are positive and this provides a good contribution to meeting children's needs. Parents speak to the childminder on a daily basis and are able to use the computer system to comment about their child's day or progress should they wish. A parent's noticeboard provides parents with current information about the childminder's services. For example, the weekly meals menu and training certificates. Overall, children are happy, settled and confident in the childminder's care.

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	EY423009
Local authority	Lincolnshire
Inspection number	887908
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	not applicable
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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