

**Inspection date**

06/02/2014

Previous inspection date

15/04/2013

**The quality and standards of the early years provision**

**This inspection:** 3

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 3

**The quality and standards of the early years provision**

**This provision requires improvement**

- The childminder demonstrates a good understanding of how children learn. She uses effective teaching methods which match children's individual skills, interests and abilities from an early age. As a result, children make good progress towards the early learning goals.
- Children are cared for in a safe and secure environment where potential risks or hazards are minimised. This ensures that they remain safe and protected at all times within the home and on outings.
- Partnership with parents is good. This ensures that children's individual needs are well met and supported. The childminder shares and exchanges information about children's care on a daily basis, therefore their welfare needs and routines are consistently followed.

**It is not yet good because**

- The childminder is not aware of the requirement to notify Ofsted regarding a change in her health. Therefore, Ofsted has not been informed whether the medication taken by the childminder is likely to impair her ability to look after children.
- There is scope to improve relationships with the other settings children attend to ensure continuity of care and learning.
- There is scope to further increase children's awareness of the wide selection of good quality resources available to them.

## 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 children playing in the living room.
- The inspector held discussions with the childminder, and the children present during the inspection.  
The inspector asked the childminder about risk assessments, safety and supervision, outings, behaviour management, any changes in health and medication and discussed the activities observed during the inspection.
- The inspector viewed the statements completed by parents and took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection.
- The inspector looked at children's registration forms and parental consents and discussed the assessment records for the monitoring of children's progress.  
The inspector checked evidence of suitability, viewed the written policies and procedures maintained, including the safeguarding and complaint policy and viewed the self-evaluation systems that support the service.

## Inspector

Carys Millican

## Full report

### Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son aged 14 years in a house on the outskirts of Whitehaven, Cumbria. The whole of the ground floor of the property is used for childminding, as well as the bathroom and main bedroom on the first floor. There is a fully enclosed rear garden available for outdoor play. The family has a pet dog and a rabbit.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, of whom seven are in the early years age group, and the childminder also cares for children over the age of five years. She operates all year round from 6.30am until 6pm, Monday to Friday and on some weekends. The childminder supports children with special educational needs and/or disabilities and children with English as an additional language. The childminder holds a National Vocational Qualification at Level 3 in Early Years Care and Education. She is a member of the Professional Association for Childcare and Early Years and the West Cumbria Childminding Network.

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

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

- increase understanding of when to notify Ofsted of any changes in medical or health conditions, and the importance of seeking medical advice to confirm that the medication prescribed is unlikely to impair the ability to look after children properly.

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

- improve relationships with the other settings minded children attend so that a shared approach is encouraged to ensure continuity of care and learning
- update the picture resource book so that children are made fully aware of the resources available to them.

## Inspection judgements

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

The overall quality of teaching is good because the childminder has a sound understanding of how children learn. She works in partnership with parents to support children's all round development and to ensure that their individual needs are met. The childminder observes and assesses children as they play during freely chosen activities and planned learning. She interacts well with children in the family home and by doing so the childminder helps children to gain the necessary skills for their personal, social and emotional, and communication and language development. The childminder gets down to the children's level and gives her undivided attention while caring for them. She teaches children the important skills of sharing and taking turns and they learn good manners and acceptable behaviour so that they become more tolerant of others. Children go on outings to soft play facilities, attend health and fitness classes and visit the library. In all of these environments they meet with other children and their carer's and this is crucial in helping children gain confidence while attending larger groups and contributes to their emotional well-being in forming relationships with others.

The childminder monitors children's development. Through observation and assessment she identifies the next steps in children's learning to ensure that planning meets their individual needs and interest. The childminder knows the children she looks after very well. She states clearly how the children are progressing since they started with her and how she is supporting their learning. The records completed by the childminder show that children are developing as they should, following the typical age range as indicated in the Early Years Outcomes document. Teaching is good. Children are supported in their communication and language. The childminder listens to the children, she repeats what they try to say and uses open-ended questions to extend and challenge them in their thinking. As a result, children learn to concentrate on what they are doing, explore and investigate and test out their own ideas. Children have the freedom to move about the family home. The childminder makes sure that resources they are interested in are available for them to help themselves. As a result, their independence is for the best part supported. However, there is scope to further extend children's independence, choice and decision making, especially for the younger children and those with limited speech and language. The childminder has purchased more resources since the last inspection and these have not been added to her visual picture book to enable children to see the additional items available to them. The childminder has introduced new book baskets for children linked to themes, age and interests and they enjoy looking at these with her. She takes them on visits to the local library to choose their own books to read, which further enhances their literacy skills. There is a good balance of child- and adult-led activities which are linked to children's age and ability. For example, sturdy activity toys aid children's early walking skills and sensory awareness. They pull themselves up to standing and press the buttons on top of the toys to see which section lights up or opens up, and they smile when the music plays.

The childminder fosters good partnerships with parents and they work together to help support children's development. Parents express a high regard for the childminder and state how the childminder tailors settling in visits to meet the needs of each individual child. The childminder is sensitive to the work needs of the parents and emotional needs of the children. She works hard to help children feel at ease and to establish relationships with others, and this is working well. Parents are very happy and confident at leaving their children in the care of the childminder. They state how much they appreciate the help and

advice they receive about their child's care learning and overall development. The childminder keeps parents fully informed about what the children are involved in during the day and she gathers valuable information from parents about what children do at home. The childminder understands the importance of clear record keeping, especially for the younger early years age range to enable her to complete the progress check at age two with their parents.

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

Children develop a close bond and secure attachment with the childminder. Their emotional well-being is effectively achieved through the childminder's individually tailored settling-in procedures which helps to support children to feel safe and secure in her care. Parents and children visit the childminder on a number of occasions before starting with her. If children are distressed or upset she arranges to look after children on additional days so that they are not away from her for long periods of time. This helps children become more familiar with their new environment and with the childminder. It also provides the opportunity for parents to share information about their child's routines, care and welfare needs, interests, and what they have already achieved in their development. The childminder has a good understanding of each child's individual needs and this contributes to a smooth transition from home to the childminder's. Older children also settle without any fuss when they move on to school because the childminder talks to them about change and takes them to visit their school when the time arrives. Children demonstrate their feeling of safety and security by happily cuddling in to the childminder when parents leave and during their play. The childminder consistently interacts with the children in her care. She uses lots of praise and encouragement which promotes children's self-esteem and confidence. Therefore, children become confident, happy, and contented learners who settle in to the family home.

The childminder teaches children the importance of basic hygiene routines and self-care. She starts this at an early age, explaining to children why they must have their hands wiped before eating their snack or midday meal. Older children have their own towel to dry their hands and labels and picture information is displayed on the walls showing children why hand washing is important. The childminder is a good role model. She keeps her home clean and well maintained and the food preparation areas remain uncluttered and safe. Children begin to develop good eating habits by learning to sit down to eat their meals. They learn that some foods are good for them and that it is important to drink plenty of fluids. Therefore, drinking containers are readily available at all times so children can help themselves. The childminder supports their understanding of healthy eating by introducing topics, such as healthy foods, introducing new tastes, baking opportunities and growing their own fruit and vegetables outside. Children learn that exercise is good for them. They play outside in the garden, go for walks and attend a health and fitness session in a local community centre. The environment is warm and welcoming and children's growing independence is supported. The childminder teaches children how to keep themselves safe. From an early age she encourages children to help her to tidy away toys to prevent trips and falls, especially with the youngest children who are just starting to walk. The childminder completes the fire evacuation procedure regularly so that children know what to do in an emergency, and they learn to cross the roads in a safe

place when they are out walking. As a result, children learn safe practices.

Children learn to become confident and self-assured in the childminder's company. They listen to what she says and attempt to help get themselves ready to go out to collect the older children from school. The childminder promotes inclusive practice and supports children's understanding of the difference and diversity of the world around them. She encourages the use of children's home languages by asking parents and older children for familiar words and phrases to use. The children learn about other cultures and their own while celebrating festivals and events throughout the year. Children explore their local community. They attend toddler groups and library sessions and take part in the activities at soft play centres. By visiting these places children learn to engage more in larger groups of children and their carer's. This builds on their social skills in readiness for school. Children learn positive behaviour and good manners. If they do something which may hurt another child they are asked to apologise. Children play in a calm and relaxed atmosphere. The childminder gives her undivided attention to them as they play at home and promotes supportive positive behaviour management strategies with children so that they learn right from wrong.

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

Overall, the childminder has a suitable knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage in order to protect children. The childminder's understanding of when to contact Ofsted to inform them about changes to health is weak. The childminder did not adequately risk assess the affects directly or indirectly that her health could have on her ability to provide care for children properly. This is a requirement of the Statutory framework of the Early Years Foundation Stage under suitability. The childminder makes sure that all areas used by children are safe and secure. She does this by completing detailed risk assessments so that any hazards are minimised. External doors are locked securely and cannot be opened by the children so they cannot leave the premises unsupervised. The childminder supervises the children as they play, making sure that when they are attending any soft play or toddler group the children are kept safe, secure and supervised. She holds a current first aid certificate and follows the required procedures for administering medication and recording accidents. The childminder demonstrates a suitable understanding of child protection, and has attended level 2 and level 3 safeguarding training. Therefore, she is fully aware of the correct procedures for contacting the local authority triage team, if she was concerned about any child in her care.

The childminder continues to review her practice by updating her self-evaluation form to identify her strengths and areas for improvement. She consults her parents to obtain their views about the care and learning she provides and they are highly complementary about the service she provides for them. The previous recommendation has been completed and she is enthusiastic in her approach to establish a culture of continuous improvement. However, she is aware that some record keeping processes and information sharing are less effective and robust than previously demonstrated in past inspections and this is recognised by the childminder as an area to improve.

The overall monitoring of the educational programmes provided by the childminder is ongoing. The childminder demonstrates a secure understanding of the learning and development requirements of the Early Years Foundation Stage to ensure that she provides children with an appropriate range and balance of activities. The childminder understands the importance of completing the progress check at age two and has obtained relevant guidance in order to support her in doing this when required. Parents are provided with opportunities to read the childminder's policies and procedures and all the legally required documents, such as the childminder's registration certificate, insurance and first aid certificate that are clearly displayed on the noticeboard in the hallway. This keeps parents informed about her childminding service. The childminder understands the importance of partnership working with the other settings children attend. By sharing information about children's development everyone is aware of the learning taking place so that they are able to swiftly identify when early intervention is required. This is to ensure that children receive appropriate support when required. However, since the latest pre-school children have started nursery the message books previously used by the childminder are no longer in place. Therefore, the childminder and the other settings children attend no longer have the opportunity to share information to ensure continuity of care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	316936
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	953269
<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>	15/04/2013
<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.

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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