

## Inspection date

Previous inspection date

27/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

- Teaching methods are generally effective. The childminder sensitively encourages babies and toddlers to explore and investigate topics of interest. This ensures that children are motivated to learn according to their age and ability.
- The childminder build's strong relationships with parents and children within a warm, welcoming environment. As a result, children feel secure, settle quickly and become confident in their surroundings.
- The childminder keeps children safe and secure through assessing and minimising potential risks. She teaches the children how to manage their behaviour, in order to support them in keeping themselves safe from harm.

### It is not yet good because

- Children do not make the best possible progress as the childminder is not making use of ongoing observations and assessments to identify and support children's progress towards the early learning goals.
- Self-evaluation is in the early stages of development. Some areas of improvement have been implemented but they have yet to be evaluated in order to drive forward future improvement and enhance outcomes for children.

## 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 and the area used for childminding, including the outdoor areas.
- The inspector looked at a range of documents relating to the children and to the setting, including the self-evaluation form, policies, procedures and the children's records.
- The inspector observed activities within the lounge and kitchen, including care routines.
- The inspector spoke with the childminder and children during the course of the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder and household members aged over 16.

## Inspector

Andrea Price

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged seven, five and 15-months-old. The childminder lives in a house on the Leisure Village in Kettering, Northamptonshire. The whole of the ground floor are used for childminding, with access to the first floor for sleeping. There is an enclosed garden for outside play. The family has two pet cats. The childminder attends a toddler group and activities at the local children's centre and visits the local parks on a regular basis. She collects children from St. Edwards Primary School in Kettering. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays.

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

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

- improve the tracking systems to monitor children's progress and identify their next steps in learning so as to support their ongoing progress and ensure that all areas of learning and development are being met.

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

- maximise the use of self-evaluation by showing how actions taken to bring about improvement enhance outcomes for children.

## Inspection judgements

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

The childminder has an adequate understanding of the seven area of learning and provides a range of activities that hold children's attention. For example, children like to practise their skills with tools, creating paintings and making marks with crayons. Children are confident communicators, as the childminder provides them with a range of opportunities that encourage their language and listening skills. For example, she speaks directly to the children and asks simple questions. The childminder gives children time to respond, helping them to develop their thinking skills. The childminder acknowledges their response and repeats words they try to use, followed with praise. This helps to build the children's confidence encouraging them to engage further. She observes children during their play and uses the information she gains, to identify current skills and interests. However, she is not yet using these observations to effectively monitor children's progress

towards the early learning goals. As a result, children may not make the best possible progress.

The younger children learn from watching the older children, enjoying copying and playing alongside their older friends. The childminder provides a wide range of interesting and challenging activities. She ensures that children access the outdoors daily, playing imaginatively in the secure garden. Children learn about nature and caring for animals, such as feeding the birds and watering the flowers. The childminder provides opportunities for the children to visit places of interest, such as the local parks or groups. Children have a varied range of safe, suitable toys to experiment and play with. These are easily accessible to children, who can select them freely. The childminder skilfully incorporates children's interests into activities, such as a child who likes to play with cars and so begins to use early mathematics skills, for example, recognising colour and counting. This ensures that children are motivated to learn.

The childminder demonstrates through discussion that she understands how to complete the progress check at age two and evaluate children's progress in the three prime areas of learning. This information will be shared with parents when they need to be completed, enabling the childminder to support children and give parents a record of the progress their children are making. Partnerships between the childminder and the parents are generally good. The childminder gives daily feedback of how children have been and the activities they have taken part in during their absence. The childminder records children's learning in an individual learning journal, which is shared with parents so they can extend learning at home.

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

The childminder takes time to build's strong relationships with parents and children within a warm, welcoming environment. As a result, children feel secure, settle quickly and become confident in their surroundings. She collects information from parents about their children, such as, their likes and dislikes, topics of interest and their daily routine. The childminder gains medical and dietary information and ensures that parents give their permission to enable her to care for their children as they wish. Through discussion, the childminder has a clear understanding of how to provide for their needs, supporting their emotional well-being. The childminder uses her knowledge of the individual children, rather than informed assessment, to plan accordingly and provides suitable opportunities to promote children's development. As a result, children make steady progress in their personal, social and emotional development. The childminder listens to what the children like to do and play with. She gives them time, space and suitable resources to support their play. The childminder ensures that children feel valued by giving them individual attention whenever she can. For example, she supports a child's interest in the colour red, encouraging the child to find objects of the same colour.

Healthy lifestyles are appropriately promoted as the childminder provides healthy meals and snacks, including fresh fruit and vegetables. The children sit around the table together and talk about the food they eat. Children have daily opportunities to be physically active

in the garden and local parks, so they learn about the importance of fresh air and exercise. The childminder supports the children to undertake good hygiene routines, reminding them to wash their hands before meal times. Children are learning how to become self-sufficient and independent, such as when the childminder supports the younger children to put on their coats and shoes for outdoor play or outings. The childminder encourages and praises the children throughout the day, which supports their confidence and self-esteem.

Children are well behaved because the childminder is a good role model who has a positive attitude to behaviour management. The childminder has implemented simple house rules, based upon good manners, respect for the environment and one another. As a result, children know what is expected from them. She educates them in keeping themselves safe from harm. For example, she reminds the younger children to come down the stairs slowly and talks with the older children about road safety as they walk to school. The childminder has an appropriate understanding of preparing children for their next stage in learning, including the transition to school. She helps all children develop independence, confidence and self-help skills during their time in her care. This helps the continuity of care and learning for children as they move on to school.

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

The childminder has implemented a selection of policies and procedures, such as risk assessments and other documentation to support her in promoting the children's welfare. The childminder and her husband have undertaken Disclosure and Barring Service checks to demonstrate they are suitable to be in contact with children. In addition, the childminder maintains an up-to-date paediatric first-aid certificate. All required records, such as those relating to attendance and accidents are clear and concise. This means the childminder appropriately promotes children's well-being and has procedures in place to keep them safe and secure. She is aware of the possible signs that may cause her concern regarding any safeguarding issues, and understands her role and responsibility to protect children. The childminder ensures that children remain safe and secure within her care, undertaking visual daily risk assessments of the inside and outside areas. Her formal risk assessment is updated whenever anything changes, including when a new child starts with her. External doors are kept secure, with keys stored nearby. The childminder undertakes regular fire evacuation practises, ensuring that children remain calm in the event of an emergency. These are recorded and made available to parents.

Although the childminder had been minding for only a short amount of time, she is committed to providing the best possible care for the children that are placed with her. The childminder fully understands the importance of continuous professional development. She is looking into further ways to develop her knowledge of child development and to further develop her skills. The childminder is making progress in the use of child observations to assess learning. However, she is not yet evaluating these to be sure of children's progress towards the early learning goals. Therefore, this impacts on children's progress. The childminder had identified her strengths and weaknesses during her self-

evaluation. That said, she does not yet evaluate how her new practices are improving outcomes for children. Consequently, this impacts on the ongoing improvements to the provision for children.

Although the childminder currently has no link to with other agencies or professionals, she appreciates the importance of such partnerships to support children. The childminder has established good relationships with parents. She informs them daily about activities their child has been involved with. This enables relevant information to be shared, supporting children's development and celebrating their achievements. Information is shared with parents on entry to the setting to ensure that they are fully aware of the childminder's policies and procedures.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY468787
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	939198
<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>	3
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

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