

Inspection date

Previous inspection date

08/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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 make good progress in their learning and development because the childminder has good knowledge of how young children learn. She undertakes purposeful observations of their achievements, accurately assesses each child's next steps in learning and focuses well on these through her interactions.
- The childminder prioritises children's safety. She keeps herself well informed about safeguarding issues and completes robust risk assessments to ensure children are safe in her home and on outings.
- The childminder is organised, understands the needs of each child she cares for and reflects on her practice to drive improvements that benefit the children she cares for.
- Strong partnerships are established with parents, schools and other settings that children attend, helping to ensure continuity for children's learning between settings and preparing them for their move to school.

It is not yet outstanding because

- Planning of outdoor activities is not yet fully established, particularly in relation to developing understanding of growing and caring for living things.
- A timeframe for sharing and discussing children's learning journals with parents has not yet been fully embedded to ensure that a regular approach is used with helping to progress 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed activities in the lounge.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation from and improvement plan.
- The inspector took account of the views of parents and carers from information included in the setting's own parent survey.

Inspector

Anne Barnsley

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged six and three years in Witham St Hughs, Lincolnshire. The whole of the house is used for childminding, although care is generally provided on the ground floor, with toilet facilities on this level. An enclosed garden is available for outdoor play. The family has a cat.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder has an early years qualification at level 3.

What the setting needs to do to improve further

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

- extend the existing planning further to maximise learning outdoors, with specific reference to activities which increase children's understanding of growing and caring for living things
- enhance the already good information parents receive about their child's learning and development by introducing a consistent routine and timeframe for sharing and discussing children's learning journals and progress.

Inspection judgements

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

The childminder teaches children effectively because she has good knowledge of the requirements of the Early Years Foundation Stage, child development and the seven areas of learning. She translates her knowledge effectively into practice and creates a stimulating provision for children, covering all areas of learning well. She is highly attentive and interacts with kindness and thought. She knows children well and tailors her support in ways that benefit each child the most through both the planned and spontaneous learning that takes place. The childminder progresses children by picking up on their interests and including the areas of learning into their self-initiated play. She undertakes purposeful observations of all children and clearly identifies the progress each child makes and the areas where specific planning will support their progress further by

raising next steps to achieve this. As a result, all children make good progress towards the early learning goals because they are appropriately challenged and supported and they thoroughly enjoy their time at the setting. By the time children move on to school, they are equipped with the skills and knowledge they need to make a positive start in more formal learning.

Children are active, independent learners who play well together, inventing their own games and negotiating how these should be organised. They establish leaders and followers, make up rules and routines and find a natural balance in their games, with everyone having a role with which they are happy. For example, they all make a train together by using the chairs from the playroom and placing these in a straight line in the lounge where there is more space. They decide on a driver who sits at the front of the train and the passengers who sit behind. One of the group decides that the journey they are going on is to France, and the other children accept this and the game progresses quite naturally. Children use their imaginations well in their play and also link imaginary play to real-life experiences, for example, going to France reflects a real holiday that is taking place. Children have good physical skills and perseverance as they spend a long time separating grains of rice from the pasta in the activity tray and putting these into different containers. This was set out as a sensory activity by the childminder for the very young children, but older children changed it and invented a new game, which the younger children in the early years age group then copied and enjoyed. This shows how well younger children learn from the older ones. Children show a good understanding of size, numbers, colours and early mathematical concepts as they build towers with the childminder. Children's thinking is extended when they are asked open-ended questions by the childminder that encourage them to solve problems and experiment with ideas.

Children enjoy lots of different types of craft activities, role play, outings to places of interest, such as farms, and visits to activity groups. For example, children attend a singing and music group and a toddler group that the childminder helps to run. These groups help to extend children's creativity, as well as their social learning, as they learn to mix with a wider range of children and adults. This in turn helps with their confidence and prepares them for their future transitions. A minor weakness in children's learning is that outdoor learning is not yet planned for quite as well as indoor learning. Although children do have daily outdoor play and frequent outings, the learning that takes place is not as focused. This relates to activities that teach children about nature, living things and growing activities. This means that children's understanding of planting, tending and caring for the things they have planted is not being maximised or fully developed in ways that help them understand that some things they have grown can be eaten and used in their cooking activities. This is mainly due to the short time the childminder has been minding and the time of year, although other ways of introducing this have not yet been considered. In spite of this, children make good use of the garden, particularly the playhouse for role play and imaginary games. They visit parks regularly to use large apparatus and go on walks where they learn about their community.

All parents have settling-in visits for their children and a detailed meeting with the childminder to enable them to make an informed choice as to whether they wish to proceed with admission. She provides them with comprehensive information about her setting, the Early Years Foundation Stage, how she will help progress their child with their

learning and development and how she will keep their child safe and healthy. The childminder gathers good quality information from parents about their child through 'All About Me' forms, which enable her to gain an accurate understanding of children's individual care and learning needs. She provides all parents with a daily diary of what their child has done that day and their eating, sleeping and nappy records. This enables parents to add comments from home should they wish and also to add 'wow' moment observations of achievements their child has made. The childminder completes the progress check at age two for all children and involves parents in this by seeking their views and providing them with a copy of this check. Parents have access to their child's progress records in their learning journals at all times and can take these home to look at in their own time and share with other family members. However, the childminder has not yet established a consistent timeframe with parents to proactively discuss the observations, assessments and next steps that she plans for their child. Again this is because she has not been minding for very long and this does not impact at the moment because information is still being collated. However, the childminder has not yet considered a timeframe to ensure that parents are kept fully involved in their child's learning and can contribute to this and the progress they make. Parents are encouraged to share learning from home with the childminder so she can always consider the full range of children's experiences when they are with her. By doing so the childminder is taking notice of children's full interests and providing children with continuity and consistency in their learning and development.

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

The childminder promotes a calm and caring atmosphere where children develop positive relationships with her. She organises her home well and provides children with a self-contained playroom, which is well resourced. They also use the lounge for general play so that they have plenty of space to explore and use creatively, and they use the kitchen for messy or creative activities. This is a warm and welcoming learning environment which maintains a homely and relaxed atmosphere. This ensures that parents feel confident about leaving their children, who settle quickly. All of the children are very young and new to the setting, but the childminder's warm approach has helped them to settle quickly and to feel safe and secure. She takes time getting to know the children well by enabling them to take the lead in their play so that she can establish their preferences and understand their personalities. She fully understands the individual needs of each child and works closely with the parents to ensure that their home routines are followed and are organised well into the day. Children show that they feel safe and secure with the childminder and have formed strong attachments with her. They go to her for cuddles and reassurance when they feel the need, but are very confident to play alone and move around the room or to go and get things from another room. Children have formed very strong bonds with the childminder's own children and with the family cat, who allows the children to carry him and fuss him in the games they invent together. Children show a good understanding of animal safety by handling the cat with care and showing respect as they carry him and stroke him gently. Children are treated very much as part of the family and this helps them to feel valued and provides them with a strong sense of belonging. They develop high self-esteem and are emotionally equipped with the skills they need for their future transitions.

The childminder has a good understanding of the prime areas of learning and fully promotes opportunities for children to develop self-care skills, such as going to the toilet independently and learning how to put on their coats and shoes by themselves. They start to learn from a very young age that it is important to tidy away their toys and to keep their resources and environment safe. They learn simple rules and understand what is expected of them and what is not appropriate. Children have a secure and consistent routine to their day, with which they are familiar. This enables them to know what is going to happen next and to independently contribute to planning. They listen well to childminder and are receptive and responsive. For example, when she suggests tidying away some toys, a very young child immediately joins in. Children develop an understanding of their own feelings and those of others, and are supported well in learning how to express their feelings constructively and manage them to get positive results. For example, children take it in turns with toys and equipment and learn to understand that everyone gets a go. They learn that some things are for sharing, some things belong to them and some things belong to others, which develops their understanding of respect. Children's self-esteem and confidence are promoted further because the childminder recognises their efforts and achievements, regardless of how small, and lets them know they have done well and that she is pleased with them. She tells children 'well done' and shows an interest in what they are doing. Children feel valued and develop a sense of pride in what they do, which in turn develops their desire to try again and to want to achieve. Children are motivated and eager to learn because the childminder promotes their emotional well-being very well.

Children's physical well-being and health are well promoted and children are successfully learning how to implement healthy practices. For example, they wash their hands before eating and are encouraged to make healthy choices at snack time. They are very well nourished, with all meals and supplementary snacks provided by the childminder. The childminder operates a healthy eating policy in her setting and ensures that children learn to make healthy choices and to recognise that treats, such as biscuits or cakes, are occasional choices. The childminder is aware of children's individual health or dietary needs and maintains clear records, policies and procedures to ensure that these are addressed appropriately. Children are encouraged to be physically active through regular and easy access to the garden, walking to the school or to places in the local area. The environment is safe and children learn about safety from the good examples the childminder sets and the expectations and rules she has for their behaviour. They understand about listening to her and why this is important, and they know about wider safety issues, such as road safety and emergency evacuation. Children are developing a sense of responsibility for themselves, for others and for their environment.

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

Arrangements for safeguarding children are robust and reviewed regularly. Children are safeguarded well as the childminder fully understands her duty and responsibility to protect children. She has a good understanding of child protection procedures and the signs that would raise concerns. All policies and procedures that are required for the safe

and efficient management of the setting are maintained well and reviewed regularly. These are shared with parents to ensure they are fully conversant with the childminder's duty to protect children and know how she organises her setting to keep children safe. The childminder takes positive steps to eliminate risks through robust risk assessments and daily checks that help children to understand about their own safety. Effective safety measures are in place and the supervision of children is vigilant. Adults who have close contact with children are appropriately vetted for their suitability.

The childminder effectively promotes each child's uniqueness as every child has individualised planning around their interests, needs and next steps. The childminder knows each child well and monitors the progress they make by using an effective tracking system that identifies any gaps in their learning. This includes completing the progress check at age two, which identifies any delay in a child's learning and/or development at any early stage. The childminder is well informed about child development and uses the knowledge she has gained to teach children at the appropriate stage they have reached in their learning and development so that they progress at their individual pace. She works closely with parents and knows how to seek help for children should they need specialised support to help them make progress. She actively seeks out further training for her professional development and also works closely with other childminders, through the group she attends, to share good practice. Since registration, and in the short time the childminder has been minding, she has implemented all requirements to a good standard and has completed all mandatory training. She continuously reflects on her practice to assess where improvements can be made to benefit the children and she has completed a self-evaluation of her provision and practice. She raises targets for improvement that demonstrate her interest in training and keeping herself well informed. For example, she has plans in place to update her Early Years Foundation Stage and safeguarding training and also to undertake a specialised language course to help children with their communicational and language skills. The childminder uses questionnaires, in addition to daily chats, to seek the views of parents and children, and contributes any ideas they may have for making improvements into her improvement plan.

Partnerships with parents are strong and the time that is set aside for daily discussion means that children and their parents are able to build very positive relationships. Parents feed back to the childminder that they are happy with the care and learning she provides and how well their children have settled in her setting. The childminder knows to support reception teachers with the school learning that takes place for children in the early years age group. She uses a transition book with one pre-school that children attend to help ensure that these children have continuity in their learning. With other pre-schools that children attend, she talks to the key persons daily to find out what the children have been doing and where they need support. These strong partnerships help all children make good progress because all adults who are involved in their care and learning have a shared understanding of their needs. The childminder knows that partnership working may extend to consulting with other professionals who have specialised roles and training. For example, for children who have special educational needs and/or disabilities or those who speak English as an additional language. This may involve working with speech and language therapists, health visitors, educational psychologists and representatives from the local authority.

The Childcare Register

The requirements for the compulsory 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	EY469772
Local authority	Lincolnshire
Inspection number	939452
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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.

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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