

Inspection date

Previous inspection date

04/06/2014

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

- There is a good understanding of how children of all ages learn so that appropriate and interesting experience are provided. Therefore, children are motivated and able to progress well.
- Children are well supported in the acquisition of language and communication skills because the childminder is skilful in engaging children in good communication and talk.
- The emotional needs of children are effectively supported because the childminder understands how to provide a good level of care and attention.
- Safeguarding and welfare requirements are understood and there is a strong focus on safety. This means that children are safe and secure.
- Partnership with parents is a high priority. This ensures that children are well cared for, experience continuity and develop good levels of self-confidence.
- The childminder has a drive to continuously improve and develop her practice.

It is not yet outstanding because

- There is scope to further enhance the quality of the learning environment to enable children to enjoy an even wider range of experiences in the outdoors.

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 the children and their interactions with the childminder during the inspection.
- A range of documentation was examined, including the childminder's self-evaluation, children's records and policies and procedures.
- The inspector took account of the views of parents by examining documentation and through discussions with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.

Inspector

Claire Bell

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 children aged 17, 15 and 13 years in a house in Stamford, Lincolnshire. The whole of the ground floor, and the rear garden are used for childminding. She collects children from the local schools and pre-schools. She visits the local shops and a local park. There are currently two children on roll. The childminder operates all year round from 8am 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 further improve the quality of the early years provision the provider should:

- enhance the quality of the learning environment to enable children to enjoy an even wider range of experiences in the outdoors.

Inspection judgements

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

Children of all ages are effectively provided for and taught through appropriate and interesting experiences. The childminder has a good understanding of how children learn. Therefore, children are able to develop and progress well. Activities are planned and based upon children's interest and learning needs. The childminder makes good decisions about what specific experiences would be appropriate for each child each day. In addition, a variety of other resources are also available which are appropriate for the age of children. This means that each child is engaged and motivated to learn through play and enjoyable activities. Children are encouraged to ask questions which helps to improve their understanding about the world around them. The childminder skilfully plays alongside children giving them high levels of attention. She effectively engages them in conversation and discussion. Children are able to extend their understanding because their questions are discussed and accurately answered. When building with wooden building bricks children learn about how real bricks are held together and how a real house would be built. She helps them to problem solve, for example, when trying to decide how to keep a model house so that it will not get knocked over. This ensures that children are able to maximise the potential learning in their play experiences and make good progress. The childminder understands what her responsibilities are if she is concerned about a child who may have special educational needs. She understands the importance of sensitively discussing any concerns with parents and seeking further advice from external agencies.

Children are encouraged to make their own choices. Resources are varied and attractive. Children are able to select for themselves the things they would like to play with. For

example, children make their own suggestions about what to do next or choose toys in preparation for the following day. This means that they are able to sustain engagement in learning activities for periods of time and are content and interested in what they are doing. Children demonstrate good levels of independence which are appropriate for their age. Young babies are encouraged to communicate their needs. The childminder gives a high level of attention using good facial expression and gentle talking, interpreting the baby's movement and expression. The childminder encourages babies be aware of other children and what is happening around them through skilled verbalising. This enables the youngest children to relate positively to others and begin to develop early social and communication skills.

Children's achievements and experiences are recorded in detail in a daily diary. This enables progress to be tracked. This information is shared with parents and used for future planning for learning.

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

The childminder effectively supports children's social and emotional development. Children enjoy their time with the childminder and are able to learn through play as well as relax. This means that children are being well prepared for school. The childminder has a good understanding of how to meet the needs of young babies. She recognises their physical needs. For example, she recognises when they need to eat, sleep or need their nappy changing, she promptly attends to their needs. She is able to calm and soothe babies and demonstrates that she has developed a good level of attachment. This ensures that children are well cared for, experience continuity and can grow in self-confidence.

Communication with parents is very good. Important information is shared through daily conversations and children are encouraged to keep things that they make, such as models they construct, so that parents can see their successes. This approach means that children feel proud of their achievements and become increasingly self-motivated. The childminder is a good role model for children. Children listen well to her. This encourages children to behave well and keep themselves safe. For example, when taking children to school she teaches and effectively models how to safely walk and cross busy roads. Children understand the importance of hand washing after using the toilet. They eat healthy snacks which include dried fruit, yoghurt, cereal and milk. Consequently, they are beginning to learn about the components of a healthy lifestyle.

The environment is calm and relaxed. There is a high level of respect for the needs of young children. Every effort is made to ensure that the environment provides a positive experience for all children. Children relate well to adults and talk freely and confidently. This means that children can play happily and feel very comfortable and secure. The indoor space is well organised and uncluttered. This means that children can easily access toys and resources independently and are able to make choices. There is a sufficient range of resources in the outdoors including sand and water, but there is scope to enhance the quality of the learning environment to enable children to enjoy an even wider range of experiences in the outdoors.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She understands how to keep children safe and knows what to do if concerns emerge about a child. Risks are effectively managed around the home and when children are taken out. All household members have the required vetting checks to confirm their suitability to be in contact with children.

The childminder has a good understanding of how to provide a broad range of experiences which are appropriate for the age of children and which will enable them to progress and develop well. The childminder is able to self-evaluate and understands the strengths and weaknesses of her provision. She has clearly identified what she intends to do in order to address areas in need of further development. The childminder is committed to continuous improvement.

The childminder accesses support and training and is keen to deepen her understanding further. She regularly communicates with parents. She listens to and takes on board the ideas and requests of parents and adapts her practice to meet the needs of children. Parents value her care and are happy with the way that their children have settled. The childminder understands the importance of linking with other providers. Her induction procedures for new children are thorough. For example, she has liaised with the local primary school to ensure that children's daily transition to school is smooth and that they can continue to make progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY469857
Local authority	Lincolnshire
Inspection number	948073
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
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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Piccadilly Gate
Store St
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