

<b>Inspection date</b>	03/06/2014
Previous inspection date	12/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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**

- The childminder creates an exciting and stimulating learning environment for the children to explore. She bases activities on her observations of children and as a result, children make good progress in their learning and development.
- Children are safeguarded because the childminder works closely with social work colleagues to support the children and families she serves. She is well aware of the procedures to follow if she had any concerns regarding child protection.
- The childminder works closely in partnership with parents and carers. She shares information so each child's care and learning needs can be met well.
- The childminder is good at reflecting on her practice and identifying areas for improvement, which ensures continuous advancement. Good progress has been made since the last inspection.

### **It is not yet outstanding because**

- There is scope for the childminder to give children more opportunities to practise their emerging language fully because on occasion discussions are led by adults, which sometimes results in children not being able to talk as much as possible.

## 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 in the childminder's lounge, dining room, outside classroom and garden.
- The inspector held discussions with the childminder and assistant at appropriate times during the inspection.
- The inspector looked at a range of records including children's details, learning information, written policies, training certificates and a selection of other documents.
- The inspector checked evidence of the childminder's suitability and qualifications and her self-evaluation form.
- The inspector interacted with children throughout the inspection.
- The inspector read accounts from parents to take their views into consideration.

## Inspector

Clare Johnson

## Full report

### Information about the setting

The childminder was registered in 2007. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who is also her co-childminder and their two teenage daughters in a house in Scotter, near Gainsborough in Lincolnshire. The childminder cares for children all year round, Monday to Friday, from 7.30am until 5.30pm with the exception of bank holidays and family holidays. The childminder also provides overnight care in an emergency. The childminder uses the whole of the premises including an outdoor wooden building and the rear garden for childminding. The childminder's husband is a registered childminder and she also works with another childminder and an assistant at different times. Only three people ever work together at any one time when providing a childminding service. The family has a dog and three cats as pets. There are currently 21 children on roll, eight of whom are in the early years age range and attend for a variety of sessions. The childminder cares for children with special educational needs and/or disabilities and cares for children before and after school as well as during the day. She takes the children out and about in the local area on a daily basis to various groups and activities, the park, shops and on the school run. The childminder is a member of the Professional Association for Childcare and Early Years. She 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:

- maximise the opportunities for children to practise their own emerging language by being mindful of the amount of discussions being led by adults.

## Inspection judgements

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

Children make good progress in their learning and development because the childminder uses her knowledge and understanding of child development and how young children learn to teach them effectively. She plans a wide range of activities and learning experiences for each child based on her knowledge of their interests and development needs. She observes children and assesses their progress in line with the development bands in Early Years Outcomes and this ensures all children make good progress based on their starting points and abilities. The childminder uses effective teaching strategies to support children's learning. For example, she encourages children to become critical thinkers as she asks them open-ended questions and does not readily supply the answers. This offers children appropriate challenge and allows them to formulate their own ideas about the world. The childminder supports children's communication and language skills well for the vast majority of the time. On occasion however, she does have a tendency to lead discussions, which means sometimes children have fewer opportunities to practise

their spoken language skills.

Children display the characteristics of effective learning when they are with the childminder. They are keen to play and explore in the interesting outside environment. They persevere at activities for prolonged periods and the childminder encourages them to think problems through for themselves. Children's early literacy skills are supported well as the childminder reads with them and encourages them to read alone and to their friends. The environment is rich in print and numbers and this supports children's literacy and mathematical development as they play. Children enjoy exploring and making choices in their play. They are confident in activities and productive throughout the day. They benefit from an educational programme which covers all areas of learning.

The childminder works closely with parents regarding children's learning. Parents' evenings and home visits give parents a variety of opportunities to share information and get ideas on how they can support their children at home. Parents are kept fully informed about their child's progress through the on-line system and termly reports. The childminder works in close conjunction with parents regarding the progress check for children between the ages of two and three years. This ensures any additional needs children may have are identified early and support accessed in a timely way. Children with special educational needs and/or disabilities are supported well by the childminder as she aims to meet all children's individual needs and works with external professionals where necessary. The childminder has made links with the local schools and aims to work with them to support children in the next stage of their learning which is the move to school. She supports children's progress in the specific areas of learning well and this helps prepare them academically for school.

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

Children's well-being is effectively promoted by the childminder. She makes the effort to get to know children well and form close bonds with them which ensures children feel a sense of security with their carer. The childminder mainly cares for young children under two-years-old as her and her co-childminders group children by age so they can focus on meeting children's individual needs more specifically. Children are warmly welcomed into the childminder's home which is a child orientated environment. They are made to feel part of the childminding setting's extended family and this gives children a sense of belonging. Children behave very well when they are with the childminder. She is a good role model to them and encourages manners and kindness. Children are praised by the childminder for their good behaviour and achievements and this boosts their self-esteem. Children are encouraged to be as independent as possible, but the childminder is always on hand for support and reassurance. Children are confident in the environment and in the company of the childminder. They confidently make requests of the childminder for certain toys or activities and she obliges these requests and aims to meet each child's needs well. Children's personal, social and emotional development is nurtured by the childminder. As a result, children are emotionally ready for when they start school.

Children's physical health is promoted as they have daily opportunities for fresh air and exercise in the childminder's garden. They also enjoy trips out and about in the local area

and these trips are always carefully thought out to ensure they meet all children's needs. Children's dietary health is promoted by the childminder who provides healthy foods and encourages parents to do the same for those children who bring packed lunches. Meal times are sociable and fun occasions where the childminder and children sit on a blanket in the lounge with their teddy bears to enjoy a picnic style lunch. This gives children the opportunity to re-fuel while at the same time enjoying discussions with the childminder and their friends which supports their emerging language skills. Young children are fed appropriately and older children are encouraged to have a go at feeding themselves. Nappy changing procedures are robust and hygienic practices are used to limit the risk of cross infection. This was raised as an action at the last inspection and the childminder has purchased new changing stations and made information posters to ensure all adults are meeting the same high standards with regard to nappy changing. Older children are supported with their self-care as they wash their hands after using the toilet and independently access the hand sanitiser. They are learning that they must keep themselves clean to stop the spread of germs, which could make them poorly.

Children are beginning to learn about how they can keep themselves safe because the childminder supports their understanding. For example, when children start to try and climb the fence the childminder reminds them that this is a dangerous thing to do and they listen to her and respect her advice. The childminder works in close partnership with parents and carers regarding children's care routines. She communicates with them verbally each day and via an on-line system where parents and the childminder can log in and leave comments and messages for each other. The childminder also communicates effectively with parents in general via the social media site that has been set up for this benefit. The childminder recognises that parents like to communicate in many ways and ensures she meets their needs as well as the needs of the children.

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

Leadership and management are good. The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded because the childminder is aware of the signs and symptoms of abuse and neglect and knows what to do if she was worried about a child in her care. She has established relationships with colleagues in social care and works closely in partnership with them to support the children and families she serves. The childminder has implemented a good range of policies and procedures and uses them to underpin her practice. Children are kept safe because the childminder conducts risk assessments and ensures she supervises them at all times. The childminder further safeguards children because she has ensured all household members and assistants have been vetted by Ofsted. She monitors the suitability of all adults working with children on an ongoing basis to ensure they continue to be suitable. The childminder is very organised. She keeps robust records relating to children's care and this is effective in ensuring children are safeguarded and the setting runs smoothly.

The childminder monitors the quality of the educational programmes and teaching practice well. She observes her co-childminders and assistant and offers them critique on how they

can improve. The childminder monitors the practice of her co-childminders and assistant on a regular basis through one-to-one meetings. This allows her to effectively monitor their practice and identify any areas for improvement. The childminder oversees children's progress to ensure all children are reaching their full potential. Much training has been accessed since the last inspection and this is testament to the childminder's commitment to increasing her knowledge and understanding. The childminder is committed to continuous professional development and has identified and booked on many courses over the next year. She has effectively identified her weaknesses and selected training courses appropriately. This commitment to ongoing training is having a positive impact on children's learning as the quality of teaching is good. The childminder has high expectations of herself and a strong drive for improvement and has worked very hard to make the required improvements since the last inspection. She has also identified many more things she wants to improve herself. A comprehensive self-evaluation form and improvement plan have been implemented. This demonstrates she has a good ability to evaluate her setting and effectively identify areas for improvement.

Good progress has been made since the last inspection. The childminder has worked closely with her co-childminders and assistant to raise the quality of care and education. Much reflection has taken place and dramatic re-organisation of many aspects of the childminder's provision has had a positive impact on children's care and learning. Children now spend much less time in vehicles on the school run because the childminder has worked hard to deploy staff effectively to ensure all children's needs are met. This means that children benefit much more from the home learning environment and have many more opportunities to engage in purposeful play and activities. The childminder now carefully plans any outings so that both the younger and older children's needs are fully considered at all times. The childminder works closely in partnership with parents and carers. She always wants to support parents, but now has a much clearer understanding of the requirements of being a childminder and prioritising children's needs. This has meant a change to the services she offers, such as, collecting and dropping children off from their homes. She has worked closely with parents to help them understand the benefits to their children. The childminder works closely in partnership with the local authority advisor and this partnership has helped the childminder to make many improvements.

### **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>	EY364097
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	965306
<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>	12
<b>Number of children on roll</b>	21
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/12/2013
<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.

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