

Inspection date	03/06/2014
Previous inspection date	12/12/2013

The quality and standards of the early years provision	This inspection:	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

- Children make good progress in their learning and development because the childminder is a good teacher who plans an exciting range of activities and learning experiences for each child in his care.
- Children are safeguarded by the childminder because he ensures only suitably vetted people are allowed to care for them and he knows what action to take if he has concerns about a child in his care.
- The childminder works closely in partnership with parents and carers. He shares information so each child's care and learning needs can be met well.
- The childminder is good at reflecting on his 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 increase his knowledge and understanding of child development and how young children learn even further to enable him to fully support children's communication and language skills to the highest level.

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 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 his 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 2009. He is registered on the Early Years Register and the compulsory part of the Childcare Register. He lives with his wife who is also his 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 wife is a registered childminder and he 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. The childminder cares for children before and after school as well as during the day. He 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.

What the setting needs to do to improve further

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

- explore even more ways to support children's communication and language skills further by building on existing knowledge and understanding of how young children learn and develop so that children are fully supported in their speech and language at the highest level.

Inspection judgements

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

The childminder is a good teacher and as a result, children make good progress in their learning and development. He uses his natural ability with children to teach them through play. Children respond well to him because he is an enthusiastic and playful practitioner who is keen to engage with activities. The childminder plans a range of learning experiences for children based on their ages and stages of development and their individual interests. He observes children and makes assessments of their progress which he uses to inform his planning. The childminder uses an on-line assessment system and also keeps 'learning journals' for each child which charts their progress. The childminder uses effective teaching methods to promote children's learning. For example, he ensures he asks children questions which make them think. This challenges children and their critical thinking skills are promoted well. Children learn how to learn when they are with the childminder as they explore questions and problems together. The childminder models

being a thinker himself when he does not know the answer to a question. This really supports children for the next stage in their learning when they start school and sets them up well for a lifelong love of learning. The childminder supports children's communication and language skills well, however, there is some scope for him to increase his knowledge and understanding of child development and how young children learn even further to enable him to fully support children's communication and language skills to the highest level.

Children enjoy the time they are with the childminder. He engages well with their play and supports their development in the prime and specific areas of learning well. Children display the characteristics of effective learning as they play. For example, children explore the number chart and resources. They count how many aeroplanes there are on the chart and check to see how many they have in their hands. They repeat this process until they have found the correct answer. The childminder praises their perseverance and this encourages children to solve problems for themselves in the future. This activity also supports children's mathematical development as they explore numbers and colours. Children's literacy skills are supported by the childminder when they cuddle up on his knee to enjoy a book. Imaginative role play is enjoyed by children as they fill tins of mud in the 'mud kitchen' and proudly state they will take these home to their parents. Children's understanding of the world is fostered as they observe caterpillars changing into butterflies. This helps them to learn about nature and the world they live in.

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 he aims to meet all children's individual needs and works with external professionals where necessary.

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

Children's well-being is effectively promoted by the childminder. He 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 children between two- and four-years-old as he and his co-childminders group children in age specific groups 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. He 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. They 'high five' the childminder when they know they have done well and he responds enthusiastically with praise and compliments. 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 he 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 for themselves. The childminder follows strict hygiene practices when changing children's nappies which protects them from 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 sanitizer. When children accidentally come into contact with the cat litter the childminder ensures they wash their hands thoroughly. He explains to them why they must not touch it and this supports their understanding. Children 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 and respect his advice. The childminder works in close partnership with parents and carers regarding children's care routines. He 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 he meets their needs as well as the needs of the children's.

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 he was worried about a child in his care. The childminder further safeguards children because he has ensured all household members and assistants

have been vetted by Ofsted. He monitors the suitability of all adults working with children on an ongoing basis to ensure they continue to be suitable. The childminder has implemented a good range of policies and procedures and uses them to underpin his practice. Children are kept safe because the childminder conducts risk assessments and ensures he supervises them at all times. The childminder takes a lead on health and safety in the setting and is vigilant when it comes to fire safety checks and fire drills. This important role contributes to the safety and well-being of children. The childminder is very organised. He 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. He observes his co-childminders and assistant and offers them critique on how they can improve. The childminder monitors the practice of his co-childminders and assistant on a regular basis through one-to-one meetings. This allows him 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. He has attended a range of training courses since the last inspection and this is testament to the childminder's commitment to increasing his knowledge and understanding. The childminder is committed to continuous professional development and has identified and booked on many courses over the next year. He has effectively identified his weaknesses and selected training courses appropriately. The childminder has also enrolled on a childcare course at level 3, which will enable him to increase his knowledge and understanding of child development and how young children learn. This will allow him to improve his practice further. 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 himself and a strong drive for improvement. Since the last inspection he has worked very hard to make the required improvements. The childminder has also identified many more things he wants to improve himself. A comprehensive self-evaluation form and improvement plan have been implemented. This demonstrates he has a good ability to evaluate his setting and effectively identify areas for improvement.

Good progress has been made since the last inspection. The childminder has worked closely with his 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. 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. This is having a beneficial impact on their learning and development. 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 and this is of benefit to the children he minds. The childminder values parents input into his setting. He is a positive role model to the children and families and children and adults alike relate well to him because he is approachable. 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 **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	EY391948
Local authority	Lincolnshire
Inspection number	965338
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	21
Name of provider	
Date of previous inspection	12/12/2013
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
Manchester
M1 2WD

T: 0300 123 4234
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