

Inspection date	09/05/2014
Previous inspection date	01/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children have formed attachments to the childminder because she has a kind and friendly manner with the children. This means they are happy and settled in her home.
- The childminder asks children open-ended questions to develop their language and thinking skills.
- Children get along well together and are forming friendships because the childminder uses appropriate ways of supporting their behaviour.

It is not yet good because

- The safeguarding policy does not include up-to-date contact numbers to ensure prompt action in the event of a concern about children in the setting.
- Parents are not asked what their children know and can do before they start and the ongoing assessment process is not strong enough to plan for children's future learning based on their capabilities and starting points.
- Parents do not contribute to self-evaluation of the setting and so do not drive improvement.

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 children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the childminder, her co-childminder, and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability of all the childminders working in the setting and that of other adults living on the premises.

Inspector

Joanne Gray

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter and ex-husband in a house in the centre of Lincoln. The whole of the house is used for childminding. The family has a pet rabbit. The childminder collects children from local schools and nurseries. There are currently 25 children on roll of whom, 10 are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has the support of an assistant and also works with her daughter, who is also a childminder, on the days when she is busy and during the holidays. She supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure the safeguarding policy and procedures are in line with the guidance and procedures of the Local Safeguarding Children Board, includes current contact numbers need to refer any concerns
- ensure assessments of children's learning and development include precise information from their parents when they start and are consistently carried out to inform the planning of suitably challenging activities for all children.

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

- develop a self-evaluation system that takes into account the views of parents to work in partnership and continually improve the setting

Inspection judgements

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

The childminder has a generally good understanding of the Early Years Foundation Stage and knows that children learn through play and first-hand experiences. She provides lots of enjoyable activities for the children, and they learn while having fun. However, she does not gain sufficient information about children's starting points from their parents. This means she is unable to plan challenging activities from the start or demonstrate the children's progress over time. Also continual assessments of children's learning and development are not consistent. This means the childminder does not always provide children with activities that offer them sufficient challenge to make the best progress

possible. Nevertheless, children are making satisfactory progress in all areas of learning in readiness for school. Parents are supported to extend their children's learning at home, for example, the childminder discusses appropriate strategies for behaviour management and a consistent approach is agreed. Informal discussions with parents take place every day so they are kept informed about what their children are learning.

The setting is rich in print with number lines, children's work and photographs displayed at child height. Children enjoy looking at them, and talking about things they have done with the childminder, this means they are making connections in their learning. For example, they remember the frog they found and the childminder reminds them of how they took it back to the river so it would not get hurt. Children are learning to care for plants and developing an understanding of how they grow because they are growing potatoes in a plastic bottle and can see the roots and potatoes forming. Children's use of technology is encouraged as they use an electronic tablet to carry out simple programmes.

Children's communication and language skills are developing because the childminder reads lots of books with them. They learn early literacy skills because she points to the text as she reads to them and asks them to remember what happens next. Outside they practice early writing skills as they make marks on the white board and the childminder encourages older and more able children to remember the letters in their name. Children are learning how to count as they play and during every day routines. For example, they count the raisins they are having for snack. This promotes their development of early numeracy skills.

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

Children's behaviour is generally good because the childminder gives clear guidance about what is acceptable behaviour and has effective strategies in place to support them. For example, she lets older children choose a 'smiley face' to add to their jar when they behave well. Children are learning about the importance of healthy lifestyles because they play outdoors in the fresh air every day and go on walks to local parks with the childminder. They are provided with healthy meals and snacks and have drinking water readily available. For example, they enjoy having 'indoor picnics' on a blanket and eat sliced apple and yoghurt for snack. Children are developing independence in their self-care, for example, by using the bathroom independently. They sit together around a table at mealtimes, older children help the childminder to give out the drinks, helping to develop their awareness of the needs of others. In addition, babies competently feed themselves gaining important skills for the future.

Children demonstrate strong attachments to the childminder as they climb onto her knee for a cuddle and seek her out for reassurance when strangers are present. This is because she takes time to get to know them and their families before they start and has a kind and warm personality that means children enjoy being with her. The childminder makes sure all children are happy in the setting and is keen to change things if this is not the case. For example, when a child was frightened of walking past the washing machine in the kitchen the childminder fitted a curtain to the front of it as a distraction. Children are happy and content in the childminder's home, and they are confident to explore their surroundings.

For instance, babies seek out their favourite toys and empty the drawers of resources as the childminder watches on. Children are prepared for their move to school because they visit on a regular basis when they accompany the childminder taking the older children.

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

This inspection was brought forward following notification to Ofsted that a child had an accident while in the setting. As a result of the notification an unannounced visit was carried out by Ofsted which found that the childminder had failed to adequately supervise children whilst outside and that the fire exit via the front door was blocked. The outcome was that a notice to improve was issued and a full inspection brought forward. Since then the childminder's have reviewed their risk assessments so that they now ensure one of them supervises outdoor play. In addition, they have replaced the wire on the rabbit hutch with clear plastic, cleared the obstruction to the front door, and continue to carry out regular fire evacuation practices with the children. Therefore, children's safety in the setting is adequate. The childminder also has a current paediatric first aid certificate, which helps her to deal with any injuries appropriately.

The childminder knows she has a role in supporting children's welfare and all policies and procedures are in place, although these vary in the level of detail they provide. For example, the safeguarding procedure is not in accordance with the Local Safeguarding Children Board because the childminder does not know the relevant contact numbers to use in the event of a concern. However, the childminder has an adequate understanding of some of the indicators of abuse and she would also be able to access relevant telephone numbers should the need arise. Therefore this breach of the Early Years Foundation Stage requirements does not have a significant impact on the children's safety. However, the safeguarding policy needs updating to ensure prompt action in the event of any safeguarding issue.

The childminder has a level 4 childcare qualification and an appropriate understanding of the Early Years Foundation Stage learning and development requirements. However, her assessments of children's development are not consistent or up-to-date. This means she does not plan activities that offer children suitable challenge to ensure they make the best possible progress in their learning. Older children are consulted about new toys they would like for the setting and the childminder uses their views in her self-evaluation. She is often looking for new and innovative ideas on the internet to improve her setting and introduces new resources for children to play with and explore. However, she does not gain the views of parents to drive improvement of the setting. The childminder works in partnership with other agencies to support children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	208782
Local authority	Lincolnshire
Inspection number	967496
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	25
Name of provider	
Date of previous inspection	01/11/2013
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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