

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

- The childminder has a warm and friendly manner with the children and they have formed attachments to her. Consequently, they are happy and settled in her care.
- The childminder provides a range of activities and resources to promote learning opportunities that are appropriate for each child's age and stage of development. Therefore, children are engaged, and interested to learn.
- Children demonstrate an appropriate awareness of keeping themselves safe, and behave well because the childminder has consistent strategies for behaviour management.

It is not yet good because

- Up-to-date contact information is missing from the safeguarding policy to enable prompt action in the event of a concern about children in the setting.
- Information about children's starting points is not gained from parents and assessment processes are not robust enough to inform planning for all children's development.
- Self-evaluation does not take into account the views of parents to enable targeted, continuous 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 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her parents in a house in the centre of Lincoln. The whole of the house is used for childminding. She works jointly with her mother who is also a childminder. 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 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, and 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 reviewed to inform the planning of suitably challenging activities for 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 an appropriate knowledge of how children learn through play and first-hand experiences, and understands the Early Years Foundation Stage learning and development requirements. However, she does not gain precise 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. In addition, continual assessments of children's learning and development lack consistency so they are not always provided with activities that offer them sufficient challenge to make the best progress possible. Nevertheless, children are making satisfactory progress in readiness for their move to school. The childminder has informal discussions with parents so they

receive information about their child's care and development.

Children are generally motivated to learn because the childminder provides activities to suit their interests. For example, some of the children are interested in dinosaurs so she has made a number line using dinosaurs for them to count. They have also been to the local library for more storybooks about dinosaurs and this is supporting them to develop a love of books. Children enjoy sharing books with the childminder, and she extends their communication skills by asking them to predict what will happen next. She also maintains their interest in stories well because she has a lively tone of voice. Children take part in a range of creative activities and their creations are displayed at child height around the room, which boosts their self-esteem, and helps them feel valued. Children have filled bottles with coloured water and added different objects, they enjoy exploring their creations, and showing them to the babies.

Babies are developing an understanding of how things work as they press buttons on their toys and watch them pop up, they soon learn how to press them back down and start all over again. Children are developing an understanding of the world around them as they look outside and ask the childminder 'Is it starting to rain?' she replies 'I think it is brightening up a little bit.' They look at a photograph of a rainbow in the sky they took recently on a walk to school and remember where it was. This shows they are beginning to develop their recall of past events, and are able to make links to different situations.

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

Children have developed secure attachments to the childminder because she has a warm and caring manner. Effective settling-in procedures are in place and information about children's care needs is gained before they start. Consequently, they feel safe and secure in the setting and are independent and happy to explore their surroundings. For example, they choose a book to read and select the toys they want to play with. Children behave well and are learning to share with each other because the childminder is a good role model who gently reminds them of appropriate ways to behave. Children are learning how to keep themselves safe because the childminder lets them take manageable risks as they play. For example, when a child climbs on a bench she does not make them get down but reminds them to 'be careful', while carefully supervising them.

Children are becoming independent because the childminder gives them time to do things for themselves, for example, putting on dressing up clothes by themselves. They are learning about the benefits of a healthy lifestyle because the childminder grows vegetables with them and plans to let them eat the produce. For instance, they are growing potatoes and are hoping to make a potato salad when they are ready. Children also visit local parks and play outdoors everyday where they get plenty of fresh air and exercise. Children are adequately prepared for their move to school because they visit most days when they take other children to school, and the childminder shares information about the children with teachers before they move to support continuity of care for the 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 in the setting. As a result of the notification a visit was carried out by Ofsted and found that the provider's co-childminder had failed to adequately supervise children whilst outside and that the fire exit via the front door was blocked. The outcome of the visit was that a notice to improve was issued in relation to keeping the fire exit accessible. Since then the childminder and her co-childminder have reviewed their risk assessments so that they now ensure one of them supervises outdoor play. In addition, the co-childminder has replaced wire on the rabbit hutch, cleared the obstruction to the front door, and continues to carry out regular fire evacuation practices with the children. Therefore children's safety in the setting is adequate.

The childminder has a current paediatric first-aid certificate so she has up-to-date knowledge to act appropriately should a child be injured or become ill. She is aware of her role and responsibilities in promoting children's welfare and all required policies and procedures are in place. However, these vary in the level of detail they provide, for instance, the safeguarding procedure is not in line with the Local Safeguarding Children Board guidelines because the childminder does not know the correct telephone numbers to refer any concerns she may have. However, she understands the signs and symptoms that may indicate abuse and will be able to find the telephone numbers she needs. Therefore this breach of the Early Years Foundation Stage requirements does not have a significant impact on the children's safety.

The childminder has a childcare qualification at level 3, and has an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. However, her assessment of children's development is not effective in finding out exactly where they are so that activities can be planned to challenge them appropriately. The childminder evaluates her strengths and weaknesses and asks older children what activities they would like to do. She makes changes and tries new things to improve the setting for the children, for example, she has introduced a 'mud kitchen' outside for children to explore. However, she does not have effective ways of gaining the views of parents to inform her targets for improvement. She has forged appropriate links with schools, and works 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	EY407428
Local authority	Lincolnshire
Inspection number	967497
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.

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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