

Inspection date	09/06/2014
Previous inspection date	12/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 effectively supports children's well-being; relationships are positive, which helps them settle and form secure emotional attachments.
- The childminder develops appropriate relationships with parents. She is approachable and voluntarily shares information about the children's care, and development.
- The childminder is aware of her responsibilities to protect children from abuse and harm. This ensures children are protected at all times.

It is not yet good because

- The childminder's quality of teaching is variable. This is because her questioning skills occasionally lack sufficient challenge; children are not always provided with sufficient time to think and process information and the childminder sometimes completes tasks for the children rather than let them have go for themselves. As a result, children are not sufficiently supported to make best progress.
- There is scope to expand the range of resources and activities available in the outdoor environment to further support children's development across all areas of their learning. As a result, learning opportunities are not fully optimised in the outdoor environment.

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 conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the indoor and outdoor areas.
- The inspector spoke to the childminder at appropriate times throughout the observations and spent time interacting with the children.
- The inspector looked at children's learning journey records, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability of the childminder and discussed self-evaluation.

Inspector

Ann Austen

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the town of Daventry, Northamptonshire. The whole of the ground floor and the first floor bathroom are used for childminding. An enclosed garden is used for outdoor play. The childminder has a dog and keeps bearded dragons and giant African snails in cabinets in the playroom. The childminder attends toddler group and visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children all year round, from 7am to 5pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching, with regard to improving questioning skills; children's independence and the time children are given to think and process information, so that they make good progress in their learning and development.

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

- enhance children's outdoor learning by extending the range of resources and activities to further support children's development across all areas of their learning.

Inspection judgements

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

Since the last inspection, the childminder has taken steps to develop her knowledge of the learning and development requirements and is continuing to imbed new procedures. She now observes children as they play and is continuing to evaluate her observations. This allows her to track children's progress over time and identify any gaps in learning where they may need additional support. The childminder subsequently plans activities based on children's interests and development needs. However, there is capacity for the childminder to strengthen her teaching methods further by consistently allowing children more time to think and process information. This is because the childminder sometimes asks numerous questions in very quick succession. As a result, time is not allowed for the children to become critical thinkers as the opportunities for them to formulate their responses are sometimes overlooked. In addition, the childminder often completes tasks for the children,

rather than letting older, more children have a go for themselves. For example, the childminder fills the pots with the paint in readiness for the painting activity and when children request pink paint she mixes the red and white colours together for them. Consequently, learning opportunities are not fully optimised.

Children are sociable and generally enjoy their time in the childminder's care, in readiness for school. The childminder joins in the children's play, which generally helps to sustain their involvement and enjoyment. For example, the childminder shows children how to build a sandcastle and talks to them about the different shapes and colours of the sand moulds. The childminder introduces some mathematical language as the children play, such as 'more than' and 'less' and encourages the children to count. However, older more able children, are already able to confidently count to ten and are not always sufficiently challenged to develop their skills further. This is because the childminder does not readily challenge their thinking by posing a range of number problems, such as simple calculation. The childminder supports children's literacy development well. She reads to the children; asking them relevant questions about the pictures and story line. As a result, children listen with increasing attention and recall. In addition, the childminder encourages older, more able children to name and sound the letters of the alphabet and supports them to copy and trace their name. Younger children access appropriate resources, which enables them to explore using their senses. For example, babies listen to the sound of the musical toys, shake the tambourine, feel the texture of the pine cone and move the beads across the maze on the wooden activity cub. The childminder provides opportunities for children to develop their physical skills. For example, children access the climbing apparatus and slide down the slide. However, the range of additional resources and activities provided in the outdoor environment to further support children's play and development are not fully developed. For example, opportunities for children to plant seeds and learn about the natural world around. As a result, learning opportunities are not always fully optimised. The childminder takes children on regular outing, which broadens their knowledge of the wider world and enables them to socialise with other children. For example, the childminder attends regular toddlers groups and take children to the museum.

The childminder works in partnership with parents and carers regarding children's learning and development. She is approachable and obtains information about their child's favourite activities and stage of development at the start of the placement. The childminder gives daily feedback of how children have been and the activities they have taken part in during their absence. She values parents ongoing observations about their child's continuing learning at home; posting their comments in the children's progress record folders. The childminder demonstrates through discussion that she understands the requirement to complete the progress check between the age of two and three so that she is aware of children's progress at this stage. However, at the time of the inspection the childminder had not been required to implement this in practice.

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

The childminder effectively supports children's well-being; relationships are positive, which helps children settle and form secure emotional attachments. For example, children snuggle into the childminder when they listen to her read a story and older children

confidently make their needs known. This also supports children to be emotionally ready for when they start school. Parent's views about their child's care needs and interests are sought at the start of the placement. Consequently the childminder has an understanding of each child's background and requirements, which helps to ensure continuous and consistent care for the children and aids the successful transition from the children's home into the childminder's care. The childminder understands the importance of preparing children for their transition into other early years settings and reception class at school. For example, the childminder discussed developing older children's literacy development.

The childminder understands child protection procedures in order to ensure the children's continuing well-being. Records are kept of any accidents and medicines administered and the childminder holds a current paediatric first aid certificate. Since the last inspection the childminder has taken measures to improve the accessibility of the resources. As a result, children are now able to independently select appropriate resources. In addition, the childminder is continuing to develop her skills to ensure that she makes the best use of the resources and space, both in and outdoors, in order to provide better quality learning. From a young age children learn simple rules and boundaries and the importance of good manners. The childminder uses positive reinforcements to promote children's confidence and self-esteem. She supports children's developing awareness of safety and how to stay safe. For example, children are taught how to cross the road safely and how to evacuate the childminder's home in the event of an emergency.

Healthy lifestyles are appropriately promoted. Children have daily opportunities to get fresh air and take part in outdoor activities that contribute to their good health and development. For example, children walk to and from pre-school and school and move their bodies in different ways as they explore the activity centre in the childminder's garden. In addition, the childminder supports and builds younger children's confidence as they develop their crawling and walking skills. For example, she provides walking aids to support them as they attempt to stand and walk. Children's individual dietary needs are acknowledged and met because the childminder takes account of the wishes of parents. As a result, the childminder provides appropriate breakfasts, snacks and lunches for the children in her care, such as, fresh fruit, scrambled egg, pasta dishes and sandwiches. In addition, the childminder supports younger children's developing feeding skills by encouraging them to hold their own cup and to grasp finger food and bring it to their mouth. Older children are beginning to develop their understanding of the importance of appropriate hygiene routines, such as hand washing, in order to prevent the spread of infection.

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

Since the last inspection, where the childminder received a number of actions to improve and one subsequent monitoring visit, the childminder has taken appropriate steps to address the issues. As a result, the childminder has an improved understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Several of the actions raised at the last inspection were in relation to the childminder working with an assistant. However, the childminder advised that she no

longer uses an assistant to support her childminding practice. In addition, the childminder has now taken steps to improve the implementation of the learning and development requirements. This demonstrates a proactive approach. Children are safeguarded when they are with the childminder as she is alert to the signs and symptoms of child abuse and neglect and knows what to do if she is worried about a child in her care. In addition, the childminder has appropriate safeguarding policies and procedures in place to support her practice. All necessary checks have been completed for members of the household aged 16 years and over. The childminder's completes written risk assessments to help her identify potential risks to the children's safety. For example, the front door and side entrance area are secure and safe barriers are in place to prevent young children from having unsupervised access to the stairs.

The childminder demonstrates a willingness to continue to learn and develop. Since the previous inadequate inspection, the childminder has sought support and advice from the local authority representative. As a result, observation and assessment procedures and the children's access to the resources have improved. In addition, the childminder has recently introduced and is continuing to embed procedures to monitor the delivery of the educational programmes; including the tracking of children progress. The childminder understands the importance of self-evaluation and is now using this to gain an overview of her strengths and areas for development; including seeking the views of parents.

The childminder develops appropriate relationships with parents. She openly shares her policies and procedures with parents and regularly exchanges information about children's care and learning during their time with her. The childminder has developed suitable relationships with other early years provisions. She maintains an ongoing dialogue with the children's designated key person in order to ensure continuity in their care and learning. Additionally, the childminder understands the importance of developing relationships with external agencies to ensure all children receive appropriate interventions and support. However, at the time of the inspection the childminder had not been required to implement this in practice.

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	EY377221
Local authority	Northamptonshire
Inspection number	965328
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
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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