

## Inspection date

27/06/2014

Previous inspection date

03/12/2013

## 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
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## The quality and standards of the early years provision

### This provision requires improvement

- The childminder is responsive to the children and actively joins in their play supporting their emerging language. As a result, children's communication and social skills are developing well.
- The childminder praises and encourages children as they learn new skills. Consequently, children display pride in their achievements, which supports their emotional well-being.
- The childminder understands her responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This means that children are kept safe from harm.

### It is not yet good because

- Assessment of children's learning is not sufficiently robust so that the childminder can accurately monitor how children are progressing towards the early learning goals or, to consistently support children's continued progress through effective teaching.
- The childminder has not established consistent ways of working with parents to fully engage them in their children's learning and promote a shared approach to supporting children's learning and development between home and the childminder's setting.
- The childminder does not provide a wide range of opportunities for younger children to fully explore and investigate tactile and natural materials to promote their exploration of sensory experiences.

## 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 adult and child interactions during play and routines.
- The inspector looked at children's assessment and planning documentation.
- The inspector checked evidence of the childminder's suitability, qualifications, risk assessments, policies, procedures and registers.
- The inspector conducted a joint observation with the childminder.

## Inspector

Kathy Kilner

## Full report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 14 and eight years in a house in Lincoln. The whole house, except for the main bedroom on the second floor, is used for minding. The rear garden is used for childminding. The family has a dog and a cat as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except for Christmas, 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:

- develop the assessment process so that children's progress towards the early learning goals is more precisely and accurately monitored in order to inform challenging and exciting learning opportunities for children
- improve opportunities to work in partnership with parents to promote children's learning and development.

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

- provide more opportunities for younger children to enhance their exploration and investigation of natural and open-ended resources and to participate in sensory play, such as using different materials and objects that open and close.

## Inspection judgements

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

The childminder has a suitable understanding of how children learn through play and how to teach children new skills. This enables her to provide play activities that reflect the seven areas of learning. The childminder regularly observes how children are developing and learning. She involves parents in this process when children first begin attending her provision. Starting points are established by initial observations of children and through using 'All about me' forms from parents. However, consistent opportunities to work in partnership with parents to support children's future learning are not sufficiently

developed to promote a shared approach to supporting children's progress. The childminder completes written observations and takes photographs to show how children are progressing. This enables her to plan suitable next steps. The childminder has a satisfactory understanding of the progress check for children between the ages of two and three years. However, assessment of children's learning is not yet fully developed so that the childminder can accurately monitor how children are progressing towards the early learning goals. Consequently, the childminder is not able to quickly identify any gaps in children's learning and plan relevant activities that provide good levels of challenge to ensure children make good progress in their learning and development.

The childminder understands the importance of promoting the prime areas of learning. Children's communication and social skills are well supported by the childminder. For example, while reading a book together, she models using single words to identify objects that children point to. She successfully encourages children to repeat the word by saying the word slowly and clearly while pointing at the picture. Children repeat 'dog' several times and are praised. The childminder extends this, making the sound that a dog makes when it barks. The children smile and make their own dog sound. The childminder hides a selection of animals, including the dog, in a wicker box full of shredded paper. She reacts enthusiastically when children use their fingers to pick up and explore the paper. As they throw the paper she says, 'you are throwing'. This teaches the children the word that goes with the action. As they repeat the action they also develop their physical skills. Children discover that as the lid on the box opens and closes, it makes a creaking sound. The childminder imitates the sound. As the childminder draws attention to different sounds, she supports their language and early literacy, which prepares them for later learning, such as reading and writing.

The childminder supports children's learning in the specific areas of learning. For example, she notes how children turn the pages in a book and names objects, which promotes early literacy. She promotes an early interest in counting by singing counting songs. When changing nappies the childminder uses the routine to promote counting saying, 'One, two, three ready steady - tickle'. The childminder visits a childminding group and takes children to and from school each day. Consequently, children experience a variety of different learning environments that will support the move to school.

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

Children are happy and confident. They clearly enjoy being with the childminder and rub her hand for comfort as they snuggle up with her as they wake up. They are pleased with their achievements because the childminder promotes their self-esteem through praise and encouragement. For example, they clap together and say, 'yeah' as they achieve something new. Children have developed a secure attachment with the childminder who they use as a point of reference when meeting new people. For example, they watch her reaction to visitors before engaging with them, which demonstrates that they feel safe and trust the childminder. The childminder engages the children in conversation and sings familiar songs, for example, while changing nappies or playing alongside them. This fosters a sense of belonging and supports children's developing self-confidence and self-

esteem.

Children respond to praise and the childminder uses this positive reinforcement as a strategy for managing children's behaviour. The childminder is fair but firm and she gives children consistent messages about acceptable behaviour. Children know how to keep themselves safe. For example, children learning to walk know to slow down to stop themselves from falling over. They smile as they manoeuvre themselves carefully around the room and negotiate different surfaces outside. The childminder makes good use of local venues, such as the park, to extend the options for physical play so that children benefit daily from fresh air and exercise. Snacks are healthy and children have access to drinks throughout the day. This promotes and supports children's health and understanding of healthy foods.

The environment is safe and welcoming with a suitable range of resources. However, there are few natural resources that have more than one use. For example, children currently interested in opening and closing lids have limited resources to promote this interest. This means that opportunities for children to explore and investigate using all of their senses are not fully developed. Children are supported to explore some different media, such as shredded paper. However, there are less tactile and natural materials available for babies to fully promote the exploration of sensory experiences.

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

Since the last inspection by Ofsted, when the childminder received a number of actions to improve, and two subsequent monitoring visits the childminder has met all actions relating to health and safety. She carries out appropriate risk assessments, both inside and outside of the home, to make sure that any hazards to children are minimised. This helps to ensure the children's safety. All statutory documentation, such as written parental consents, displaying the registration and insurance certificates and a daily register are in place and accessible. The front door is kept locked and the outside area is clean and secure. All adults living on the premises have undergone suitability checks in order to protect children. The childminder knows what to do if she has concerns about the children's well-being and she is familiar with local child protection safeguarding procedures to help keep children safe. Consequently, children are kept safe because the childminder understands her responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

The childminder demonstrates that she understands her responsibility in monitoring children's progress in their learning and development. She has a suitable understanding of the learning and development requirements and a broad overview of the level of development of the children in her care. However, systems of monitoring children's learning and development are not accurate enough to help the childminder identify and effectively plan for any gaps in children's learning.

The childminder has reflected upon her practice to address actions raised at the last

inspection. She developed an action plan that she consistently works towards. She recognises that some areas of practice need further development to improve the service and the quality of provision needed for all children to make good progress. The childminder has the support of her local authority and is making steady progress. She is a member of a local childminding group and uses meetings with other childminders as an opportunity to share practice. The childminder accesses online training. She is clear about sharing information between settings when children attend more than one provision and has developed relationships with the local school. For example, when reviewing her assessment and monitoring documents, the teacher shared the documents that they use in school and the childminder has begun to implement these. This provides children with continuity of support for their progress.

### **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

<b>Unique reference number</b>	EY362669
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	977800
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/12/2013
<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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