

## Inspection date

Previous inspection date

30/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder has a good knowledge of child development and how children learn. She uses this knowledge to plan an appropriate range of activities, which are suitably challenging for children in her care. As a result, children make good progress.
- The childminder is pro-active in developing her service and her plans for improvement are well targeted to strengthen her practice further.
- Children are safeguarded because the childminder knows what to do if she is worried about a child in her care, and she has attended safeguarding training to deepen her knowledge and understanding of this crucial area.
- The childminder has good working relationships with parents. She exchanges clear information about their children on a daily basis, which supports their ongoing welfare.

### It is not yet outstanding because

- The effective systems for working in partnership with parents could be further improved by increasing the information and guidance given to help them to support their children's learning at home.
- Children have less opportunities to develop their awareness of other cultures and beliefs as there are fewer resources that show differences and similarities.

## 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 taking place in the garden.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked through children's assessment records and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises and also the training of the childminder.

## Inspector

Hayley Ruane

## Full report

### Information about the setting

The childminder was registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged two and five years in a house in Skellingthorpe, Lincolnshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has a rabbit as a pet. The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round, from 8am to 6pm, Monday, Wednesday and Thursday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- strengthen existing good partnerships with parents by providing them with more information about how they can support their children's learning at home
- enhance children's awareness of other cultures and beliefs, for example, by providing more resources that show positive images of diversity.

## Inspection judgements

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

The childminder demonstrates a secure understanding of the way children learn and develop. She has a good understanding of the Early Years Foundation Stage and uses her planning to provide activities across the seven areas of learning. Children's individual learning records show the childminder's extensive understanding of their development needs. The childminder knows about children's starting points, as she finds out about their interests and abilities by talking to parents and completing her own observations. Children's development is effectively recorded. Records include observations, photographs and written summaries. These enable her to plan for children's individual learning needs from the outset. In the garden, children who are not yet walking are supported to develop their physical skills as they walk holding on to the childminder's hands. The childminder allows children to lead her around the garden to a variety of activities. As a result, children are happy to play as the childminder supports their independence and developing physical skills. The childminder is aware of children's ages and stages of development and how to support children to be confident when playing. For example, she supports a child when they hold on to the water tray, knowing that if the child attempts this on their own, they will fall. She then allows the child to independently reach for objects in the water. This ensures children feel safe and secure as they develop their physical skills, so that they

gain a sense of achievement.

The childminder uses effective assessments of children's learning to make focused and precise plans for their next steps in learning. This ensures that children's progress is closely monitored and any gaps in learning are swiftly addressed. The childminder's good knowledge of children effectively supports her, to ensure that they are securely prepared for the next stage in their learning, and to build skills for being ready for school. Children benefit from taking part in regular outings as they visit local groups. They are able to socialise with other minded children and make friendships. This supports children well in developing their understanding of their local community and helps prepare them for their future learning. Children are encouraged to make their own choices. Resources are varied and attractive. The outside resources are very inviting for children and they are able to select for themselves the things they would like to play with. For example, a child chooses to investigate a basket containing wooden objects. The characteristics of effective learning are clearly displayed as the child actively plays with the objects. As a result, children are able to explore and investigate objects of interest to support their understanding of the natural world. However, children have fewer opportunities to develop their awareness of other cultures and beliefs to extend their understanding of a diverse society.

The childminder is fully aware of her responsibility to complete the progress check between the ages of two and three. She shares this with parents so that they know what progress their child is making in the prime areas of learning, and she advises parents to share this information with the child's health visitor. The childminder talks to parents on a regular basis and they have regular opportunities to look at their children's learning journals. The childminder undertakes an overview of children's development in the seven areas of learning, which she carries out every six weeks, and this information is also shared with parents. However, opportunities to use this to help guide parents in how to better support their child's learning at home are sometimes missed.

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

The childminder gives children's well-being utmost priority. She offers flexible settling-in sessions, which are organised with parents to ensure children are supported during their move into her care. The childminder interacts with children and learns about their individual interests and needs during settling-in sessions. Parents gradually leave their children with the childminder to ensure they are comfortable in her care. Young children form strong, emotional bonds with her, which ensures children feel a sense of security in her care. For example, younger children express their needs for comfort when they are tired, and cuddle up to the childminder. This is because routines are embedded and children feel safe and secure. Minded children form good relationships with the childminder's own children and they are confident and emotionally secure in the homely, family environment.

Children learn about a healthy lifestyle through daily routines. She provides children with good opportunities to play and explore outdoors. Children spend time in the childminder's garden where they have space to explore and dig in the sand, play games, ride small

wheeled toys or use the small climbing frame and slide. Children are also taken to local parks where they are able to access more physically challenging equipment, which helps develop children's large muscles and physical skills. The childminder ensures children are safe when playing outside, for example, she applies sun protection on sunny days. Some meals are provided by parents, who are encouraged to adhere to the childminder's healthy eating ethos. Additional meals and snacks are provided by the childminder and include snacks, such as fruit and bread sticks. The childminder provides an evening meal plan for parents to view when collecting their child, to ensure they are aware of their child's daily eating habits. Children sit together with the childminder for meals, so these are social occasions when children learn good table manners and join in conversations. Older children are reminded to follow routine procedures for hand washing, which is supported by children using individual towels to prevent the spread of infection.

The childminder's sensitive approach and the setting of clear boundaries help children of all ages to learn about good behaviour. She is a good role model for children and speaks to them in a calm and pleasant manner. Older children are aware of the behavioural expectations from the childminder and house rules are displayed. She encourages and praises children for their efforts, which promotes self-esteem and raises confidence, so that children develop the emotional well-being needed in readiness for their next steps in learning.

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

Children are safeguarded well as the childminder has a good understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates her ability to meet all requirement of registration, including those relating to people living on the premises and reporting significant events to Ofsted. The childminder has a range of policies and procedures in place to safeguard children and support their well-being. She is aware of the procedures to follow in the event of a concern and has completed safeguarding training. The childminder supervises children very well and completes regular risk assessments in her home. As a consequence, effective steps are taken to ensure that hazards to children are kept to a minimum. For example, the premises are secure and checked for safety, and visitors are asked to sign in on arrival. The childminder keeps accurate records of accidents and she obtains all required parental consents.

The childminder demonstrates a secure understanding of the learning and development requirements, which ensure children make good progress while in her care. She uses her effective assessment tracking system to monitor the delivery of the educational programmes. This ensures each child makes good progress in all areas of learning. This is the childminder's first inspection since registration and she demonstrates a dedicated approach towards providing good-quality care and education for all children. The childminder demonstrates a clear drive for improvement and through self-evaluation, identifies suitable areas for development, which includes attending further safeguarding training and providing more opportunities for children to learn about a healthy lifestyle, for

example, by planting and growing.

The childminder has positive relationships with parents. Parents input is valued and used well by the childminder to support children's needs and well-being when in her care. The childminder is flexible to meet parents' needs. Feedback from parents is gathered in questionnaires and parents' comment that they 'appreciate the flexibility of being able to adjust the times and add additional days if required'. The childminder also works in partnership with other local settings to ensure children's needs are continually met.

### **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

<b>Unique reference number</b>	EY470623
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	955817
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

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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