

Inspection date	01/08/2014
Previous inspection date	12/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 meets the safeguarding and welfare requirements and she demonstrates a secure understanding of how to safeguard children in her care. As a result, children learn about their personal safety and are well protected.
- Teaching is good because the childminder effectively observes and assesses children's stages of development. She uses the information to plan a good range of activities and, as a result, children are making good progress given their starting points.
- Children are developing strong bonds and attachments with the childminder and their peers. They make independent choices from a range of resources, and they are cared for in a warm and friendly environment. Consequently, children are happy and settled.
- The childminder is very well organised and reflective about her practice. She demonstrates a strong desire to learn and continually update her knowledge and skills in all areas relating to the care and learning of children.
- The childminder builds strong relationships with parents from the start, enabling them to work in partnership to support children's well-being and learning. Therefore, children settle quickly into her care.

It is not yet outstanding because

- The outdoor environment is not always utilised to fully support children's learning through the use of a wide range of resources and 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 activities in the lounge and garden.
- The inspector spoke with the childminder, co-childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documentation, the childminder's self-evaluation form, and a selection of policies and children's records.
- The inspector checked evidence of suitability of all household members over 16 years and checked the qualifications of the childminder.
- The inspector took account of the views of parents and carers via the childminder's recent references and thank you letters.

Inspector

Sue Riley

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 11 and seven years, on a residential estate close to the centre of Grantham. The whole of the house is used for childminding but the main care takes place on the ground floor and in the rear garden. The childminder is registered to provide overnight care. She works with her husband who is also a registered childminder. They attend toddler groups, activities at the local children's centre and visit parks on a regular basis. The childminder takes and collects children from the local schools and pre-schools. The provision operates all year round, Monday to Friday, from 7am to 6pm, except for main bank holidays and family holidays. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 19 children on roll, of whom seven are in the early years age range. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- strengthen the outdoor provision by providing a stimulating range of resources and experiences which are accessible and open ended, to allow children to further explore, build, move and role play.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Children enjoy the time they spend with the childminder because she offers a warm and welcoming environment in which children can learn and play. This helps them to feel valued, safe and happy, and empowers children to make their own decisions. This results in children being enthusiastic learners, concentrating for age-appropriate periods of time at their chosen activities. The indoor environment is stimulating and enables children to follow their own interests. However, the outdoor play area for children currently does not provide extensive opportunities to cover all areas of development in an inspiring environment. This means that some children's learning outdoors is not always maximised to continually allow them play and explore for themselves. The childminder demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. She provides a well-organised, child accessible, stimulating and inviting indoor learning environment. This helps children to acquire the skills and dispositions required for the next stage in their learning, which means that they are well prepared for starting school.

Teaching is effective and children are making good progress given their starting points. Children begin to explore and extend their vocabulary because the childminder talks with them consistently about what they are doing and encourages them to respond. Older children demonstrate friendly behaviour, as they initiate conversations and form good relationships with familiar and unfamiliar adults. For example, they confidently talk to and interact with the inspector. The younger children enjoy role playing with the baby dolls and involve their peers and the childminder in their play. They are very caring as they dress and feed the dolls, placing them into the pushchairs and taking them for a walk. The younger children also pretend they are on a train, handing out the tickets and using words like 'lots' and 'one for you'. This demonstrates their early mathematical understanding. Children are very aware of the routines that the childminder has in place and their independence is promoted very well. For example, the older children attend to their own hygiene routines and needs.

The childminder gathers a range of information from parents, about their child's interests and abilities, before they begin to attend. Alongside the childminder's own initial observations, this shared approach helps to identify children's starting points. The childminder observes children during activities and make sound assessments of their abilities. She monitors children's development and progress. Parents can access their own child's records. The childminder also provides suggestions for parents to continue their child's learning at home, by sharing ideas and activities that children have shown an interest in. She provides regular newsletters to keep them well informed about what they will be doing. This shows that parents are kept very well informed and the childminder understands the value that parents make to their child's learning and progress. Children benefit from a good balance of adult-led and child-initiated activities, and the routine is very flexible, to enable them to pursue their own interests. The childminder makes good use of the progress check completed for children aged between two-and-three years to plan for the next steps in children's learning. This means that younger children's assessments are monitored effectively, so that early intervention can be sought as necessary. The childminder understands how to involve parents in the process, so that they can share what they know about children's learning.

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

The childminder has strong and positive attachments with children. She fosters these well because she has good arrangements in place for helping children to settle. For example, when children first start, she gradually builds up the length of time they are in her care. The childminder encourages children to be kind to one another. She clearly explains to the older children to play nicely with the younger ones. The childminder praises children's efforts and achievements regularly, which helps boost their self-esteem and confidence. She encourages the younger children to share the toys and resources, clearly explaining the benefits of sharing. The childminder ensures she spends time with all children, so that they feel special and valued, resulting in children having a positive self-image. Children demonstrate that they feel secure and form good emotional attachments with the childminder.

The childminder has a positive attitude to equal opportunities and welcomes all children and families into the home. Children have opportunities to learn about other cultures and beliefs, as the childminder provides a range of resources to reflect today's diverse society. She plans activities and experiences for children to learn about different cultures and their celebrations or special festivals. For example, the children had a visit to a local Chinese restaurant to celebrate Chinese New Year. This helps to enhance children's learning in order for them to value and respect others, and challenge inappropriate attitudes and practices. Children have opportunities to explore the community around them, as they go out and about to different local places. They benefit from visits to different groups which enable them to develop confidence in new experiences and to help them socialise. Children learn about keeping safe as they take part in regular fire evacuation drills. Indoors, children have access to a wide range of stimulating resources, which are age and stage appropriate, and support their independence as they make choices about their play.

The childminder promotes children's health well. The childminder works with parents to meet all dietary needs and ensure that all children are nourished. They provide healthy snacks and home-cooked, nutritious meals. Some parents choose to send their children with a packed lunch. Children eagerly eat their meals. The children help themselves to a drink when they become thirsty. Through daily routines, such as hand washing, the children develop their self-care skills as well as learning about the importance of good hygiene practices. The childminder ensures that she is fully aware of their preferences and usual routines, incorporating these into her daily care. The childminder gathers detailed information about children's health, development and care needs prior to them attending. Therefore, the transition from home into the setting is managed well and children settle quickly. In addition, children accompany the childminder and older children to school, which helps to familiarise them with other settings. This means that they are emotionally prepared for the next stage in their learning, such as starting primary school or nursery.

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

The inspection was prioritised following a notification from the childminder about an older child leaving the premises for a very short period of time. The inspection found that the childminder did everything that they could do to safeguard children. The childminder undertook a risk assessment of the security front door and where they keep their keys. The keys were in a high position away from the younger children but were at a height that the older children could reach. This was addressed with some urgency and now the keys are kept at adult height. The childminder followed her procedures and recorded in detail the incident. She appropriately informed Ofsted and all parents of the incident and action taken. The childminder has a secure understanding of her responsibilities to fulfil the requirements of the Early Years Foundation Stage. She has a good knowledge of child protection issues and has accessed appropriate training. This ensures that she is aware of potential signs of abuse and neglect, and has a secure understanding of her responsibility regarding protecting children from harm. For example, she knows what she must do if she has any concerns and which agencies she must inform. Risk assessments are conducted thoroughly, so children play in a safe and secure environment. This offers parents reassurance that their children's safety and welfare. The childminder successfully

evaluates her provision to ensure she meets all the legal requirements. She is fully aware of when to inform Ofsted of any changes to her provision or herself that would impact on the care of the children and any incident as referenced above. The childminder and her co-childminder work together effectively to ensure they are well deployed to supervise children and promote their safety and well-being.

The childminder organises her documentation well. She demonstrates a very positive approach to improving her professional development in order to enhance the learning, development and care of the children in the setting. The childminder regularly attends training events to expand and enhance her knowledge and experience. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. Through parental written feedback and discussions with the parents and children, the childminder is positively striving towards involving others in her self-evaluation process. She has a positive and strong commitment towards monitoring and evaluating her service. The childminder regularly reviews and monitors children's progress records and planning documents, to ensure they offer a broad range of activities across all areas of learning. She has suitably addressed the recommendation raised at the last inspection. This has helped her understanding of observing and assessing children's learning. This means that she plans appropriate activities to support children's learning.

The childminder's relationship with parents is good. Parents are provided with information about the childminder and her provision. They are given regular information about how their child is progressing and how to extend their learning at home. The childminder also works in partnership with other providers of the Early Years Foundation Stage that children attend. These are well established, which means that all providers are working together to meet the care, well-being and learning development of the children. Parents speak very positively about the childminder. For example, they state they are really pleased with their child's development. One parent comments that their child is extremely happy in their care. Parents state that using the childminder leaves them, 'safe in the knowledge that their child is in a totally proficient and welcoming environment' and they, 'totally recommend the childminder without a second thought'.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY312363
Local authority	Lincolnshire
Inspection number	984225
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	12/02/2009
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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