

Inspection date	12/08/2014
Previous inspection date	21/02/2014

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 environment is organised well to ensure children can access resources freely, enabling them to make independent choices and make appropriate progress.
- The childminder promotes safeguarding competently. Children feel safe and develop good emotional attachments to her. They are happy and settled in this welcoming childminding environment.
- The childminder demonstrates friendly and trusting relationships with parents. She keeps parents fully informed about the childminding service and their children's day.
- The childminder's self-evaluation is effective in identifying areas for improvement. She has attended a great deal of training to improve her knowledge and practice and is committed to taking this further.

It is not yet good because

- The childminder's risk assessments are ineffective in identifying and reducing the hygiene hazards associated with pet food preparation areas.
- The childminder does not always make the most of learning opportunities to extend children's development within child-led play.
- There is scope to be more consistent in the planning to focus more on what children are learning rather than what activities to provide.

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 main playroom and the dining area.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of the suitability of the childminder, the self-evaluation form and improvement plan.
- The inspector interacted with the children throughout the inspection.

Inspector

Sharon Waterfall

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 three children, aged nine, six and five years, in a house in Lincoln, Lincolnshire. The whole of the house and the rear garden is used for childminding. The family has two cats as pets. The childminder visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently nine children on roll; three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 6am to 6.30pm, Monday to Friday, including bank holidays and also alternate weekends. The childminder also provides overnight care for one child at any one time. 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:

- ensure risk assessments identify and minimise risks in all aspects of the environment; with particular regard to ensuring hygienic practices in pet food preparation areas
- use information from observational assessment to better focus children's next steps on what they need to learn rather than on the activities to be provided, in order to ensure children's learning is effectively challenged.

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

- seize opportunities to promote and enhance children's development within child-initiated play; with particular regard to mathematical activities.

Inspection judgements

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

The childminder provides a stimulating and welcoming environment where children are happy. They actively engage with the childminder, their peers and the resources provided. The childminder understands the importance of observation and assessment. This includes the progress check completed for children aged between two and three years, which is done effectively and with parents' input. Information gained through regular observations links into planning next steps in children's learning. However, the planning is inconsistently focused on the activity to be provided rather than what children's learning needs to be. The childminder is confident in enhancing children's learning in activities that she has

planned and given thought to how to support their development. However, she does not always identify how to challenge and support their development through child-initiated play. This means that information for children's next steps can be missed and they do not always make the best possible progress in their development; particularly in the specific area of mathematics.

The childminder interacts in a lively and animated way with children of all ages, which engages and motivates them. For example, three-year-old children and the childminder laugh about the 10-eyed dough monster they have made. The childminder demonstrates enthusiasm and fun in all activities, which encourages children's love of learning and exploration. She provides a wide range of resources for children to develop their play. For example, the children are provided with lollipop sticks, glittery pipe cleaners and googly eyes with their play-dough. This enables them to explore their imaginations as they design and make 'spiders', 'monsters' and 'cakes'. Their physical development is supported as they use serrated scissors and pizza cutters to cut and shape the dough. Children's language skills are developed well as they chatter constantly to one another. The childminder asks them appropriate questions about their designs to encourage them to explain what they are doing.

Children of all ages confidently move around the setting, talking about what they are doing. Three-year-old children demonstrate that they are confident and developing the skills and attributes they need to be ready for pre-school and school, such as listening skills and learning to follow instructions, when they try to place the correct colour picture onto colour coordinated cards. Parents contribute to children's daily diaries, and the childminder is therefore fully informed of what children do at home. The childminder shares regular and up-to-date information with parents about their children's learning, through the children's learning journeys. A display board in the playroom evidences what activities the children have engaged in and the childminder values parents' input as she asks for their opinions through questionnaires. Partnerships with parents are therefore effective in supporting children's care and learning needs.

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

The childminder treats the children as part of her extended family and gives them all a warm welcome. They demonstrate firm attachments with the childminder and go to her for help and support. The childminder's use of good humour and her positive nature makes her very approachable. This ensures children's emotional well-being is being effectively supported as she makes herself openly available to them. The childminder provides a calm learning environment where children can access toys independently from the playroom which is designed around the children's needs. She encourages them to make their own decisions, which develops their confidence and self-awareness. The childminder knows the children and their families well and they comment on how happy their children are. She includes information from parents in her initial assessments to support children with settling in.

The children are respected and the childminder role models a problem-solving approach to behaviour. For example, when children cannot find an item and they become upset, she

asks other children to help them, talks calmly and diffuses the situation. Subsequently, children behave well; they play alongside each other in a sociable and inclusive way. Children are praised for both their efforts and achievements. The childminder steers them towards the correct outcome rather than tells them they are wrong; this supports their self-esteem and emotional health. Active lifestyles are promoted as local parks are used regularly and walks to other local amenities give children plenty of fresh air and exercise. Snacks and meals are very healthy with children having a choice of fruit, vegetables and home-made meals. They have regular access to drinks.

Children are encouraged to be independent in their personal care. They are reminded to wash their hands after toileting, and the childminder checks they have washed their hands before eating. Children's health is not effectively supported as the childminder has not identified and minimised hygiene issues relating to the area in which pet food is prepared and given. Children learn about keeping themselves safe as they take part in regular emergency evacuations and understand why they must respond quickly to the childminder. Routines are consistent, enabling children to feel at ease in the familiarity of the expectations and transition to and from the childminder's care securely.

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

The childminder has a firm understanding of child protection issues. She can identify the signs and symptoms of abuse and understands the procedure to follow in the event that she suspects abuse or has an allegation made against her. The childminder has robust policies and procedures, which she can readily explain and makes available to parents. Most required records are effectively maintained relating to the safe management of the childminder's provision.

Since the last inspection, where the childminder received a number of actions to improve, and a subsequent monitoring visit, the childminder has improved her knowledge of how children learn, begun to use observation and assessment to inform planning and implemented a child illness policy. As a result, children's learning is more individualised and focused on their interests and their health from illness is better protected. The childminder has reflected on her practice and has put into place a self-evaluation process. She has begun to monitor her educational provision and has identified her areas for improvement as; assessment and planning of activities and consolidating her child development knowledge, particularly within the specific areas. These targets accurately reflect the findings of this inspection. The childminder has attended continued training to support children's development and has identified focused training to develop her learning further. She seeks advice and guidance from the local authority and researches current childcare issues on relevant websites. She has put in a lot of effort to make improvements to her provision and is driven to continue.

A daily diary to record children's activities and care needs is used to feed back to parents. Photographs are sent to them so that they can share in their children's achievements immediately. The progress check completed for children between the ages of two and three years has been completed and along with learning journeys, provides sufficient

information for any early intervention processes. The childminder has a secure knowledge and awareness of the importance of partnership working and has effective procedures to support children's consistent care.

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	EY405092
Local authority	Lincolnshire
Inspection number	965355
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	21/02/2014
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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