

Inspection date	16/09/2014
Previous inspection date	11/05/2009

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 provides a warm and welcoming environment and supports children's emotional well-being to a very good standard. This enables children to feel secure, have confidence to explore and learn; and to develop strong attachments.
- The childminder has a secure knowledge of the Early Years Foundation Stage, and teaching is good. Children are interested, motivated and engaged. Consequently, they make good progress in their learning and development.
- The childminder and assistant understand their responsibilities for child protection. They have clear procedures in place to ensure the environment is safe and secure. As a result, children are kept safe.
- Children make rapid progress in their physical development. This is because the childminder understands their physical needs, and provides for this exceptionally well.

It is not yet outstanding because

- There is scope to gather more detailed information from parents to give a robust view of children's development level when they start with the childminder.
- Children are not always given sufficient time to respond to questions. This results in an occasional missed opportunity for children to develop their thinking skills.
- Children wait slightly too long for their food to be served. As a result, they become restless.

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 inside and the outside learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector held meetings with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and assistant, and the childminder's self-evaluation form.
- The inspector took account of the views of parents from information included in the childminder's documentation.

Inspector

Julie Fowler

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage children in a house in Caistor. The whole of the ground floor, three bedrooms on the first floor and the rear garden are used for childminding. The family has two dogs as pets. The childminder works with an assistant. 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 10 children on roll, of whom three are in the early years age group. Children attend for a variety of sessions. She operates all year round from 7am to 6pm, Tuesday 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 further improve the quality of the early years provision the provider should:

- focus more precisely on the early learning outcomes, during initial discussions with parents, to ensure that a very clear picture of children's learning and development abilities form an assessment of children's starting points
- strengthen questioning skills by ensuring that children are always given enough time to think, and then respond with their answers
- engage children more in the preparation of food and snack, so that they do not become restless while waiting for their food to be prepared.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage. She provides activities that suit individual children's learning needs across all of the seven areas of learning. She is particularly good at encouraging children's physical development. For example, as very young children want a toy that is out of reach, she supports them to move their bodies in different ways and experience challenge and motivation as they wriggle under a piece of furniture. Children delight in their achievements as they safely manage to reach their toy. Children's small muscle control is supported equally well as they use their fingers to pick up small items to stick on their pictures. They are encouraged to keep trying, and as a result, all characteristics of effective learning are evident. Support for children's communication and language development is good.

Children are encouraged to use spoken language, for example, as they point for a piece of equipment they are asked what it is that they want. Therefore, speech is encouraged to a good standard, alongside children's non-verbal gestures. Children are regularly asked questions during their play, which encourages them to think and work things out for themselves. At times, the childminder does not give children enough time to consider what they have been asked before answering for them. Consequently, her teaching is not yet consistently at an outstanding level.

The childminder plans for children's development progress on an individual basis, taking account of parent's expert knowledge of their children during this process. She skilfully observes and assesses children's development, in order to plan for the next steps in their learning effectively. As a result, children are engaged in activities suited to their specific development needs and interests. Consequently, they all make good progress in their learning and development. The childminder swiftly identifies areas of development that need extra support. This is because she tracks children carefully from their starting points. Initial information is gathered from parents when children start with the childminder. She then assesses children against the seven areas of learning to establish their current level of development. There is room to improve the level of information gathered from parents at the outset, to give a clearer picture of the child's abilities at home, and therefore, the childminder's initial assessment of children is not yet outstanding. The childminder has embedded the progress check completed between the ages of two and three years into her assessment processes. This is completed alongside parents, who make a contribution with regard to what children can do at home. As a result, ongoing assessments are accurate, targeted, and include children's learning at home. The childminder is astutely aware of the need to prepare children for their learning at school. She is highly motivated to ensure older children display all the characteristic of effective learning in readiness for their school days. For example, she differentiates a storytelling activity with a group of children of different ages. Older children remain at the activity for longer than younger children as she engages them in deeper levels of thought about the story. She listens perceptively to children's opinions, offers praise, and consequently, children make good progress in their learning abilities in preparation for the next stage in their learning, including school.

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

Excellent attachments are formed between the children, the childminder and her assistant. This is because the childminder provides a warm and loving environment and understands that children need to feel safe and secure to enable them to learn effectively. Children display their emotional attachments to the childminder and assistant as they look to them for support during their play. For example, as children independently choose to complete an inset puzzle, the childminding assistant recognises that they need some support. She effectively engages them in playful learning as she creates a fun atmosphere, while the children's mathematical development is enhanced through the recognition of shape and size. She extends their learning further by confidently engaging them with an animal inset puzzle. The children are interested, engaged and responsive, due to her warm and kind methods of teaching. The childminding assistant effectively encourages turn taking, which supports children in their personal, social and emotional development. Children behave

very well. This is because they understand the expectations of them, and the childminder has clear and effective rules and boundaries in place. The childminder is able to recognise when children may become upset, for example, when children play shop with a shopping trolley she recognises possible conflict as two children want the trolley. She manages this very well as she offers a doll and pram so that all children have something to push. As a result, children's role play develops in a cooperative way, and conflict is avoided through teaching children alternative ways to engage with each other. This enables further learning to take place as the play develops into a tea party which includes children learning how to take turns and cooperate with each other.

The childminder understands that children need to have good levels of social skills in preparation for the next stage in their learning, including school. This is so that they can cope emotionally with the school environment and other children. To prepare children for this, the childminder takes them to regular group activities where they can spend time engaged in play with larger groups of children. This supports them to learn cooperation, independence and to develop a wider group of friends. As a result, children's personal, social and emotional development is supported to a very good level, and they are emotionally well prepared for the transition to the next stage in their learning, including school.

A wide range of good quality resources are available to meet the development requirements of all children who attend the childminding setting. These are easily accessible, suitably organised, and allow for free choice. The childminder and assistant are vigilant with regard to safety, and effectively allow children to access the resources and engage in play while keeping them safe. For example, the childminder checks the floor for any potential hazards prior to letting babies freely crawl around. She teaches children to develop their own knowledge of how to keep themselves and others safe as she talks through what she is doing. This allows older children to begin to understand what resources are safe for babies' to access. Further teaching with regard to children keeping themselves safe is good. For example, explanations are given about why a ride-on toy tips backwards when on a slight slope, and why the craft table is moved onto the rug so that there's a soft landing should anyone slip from their chair. Consequently, children learn how to keep themselves and each other safe. Children enjoy a healthy lifestyle. They access fresh air through outdoor play every day. They engage in exercise as they walk to and from school and group activities, and are provided with healthy snacks by the childminder. Some children become restless as they wait for their snack and lunch. This is because after they wash their hands, they are required to sit for a little too long before their food is served. Therefore, routines have not been fully considered to maximise children's enjoyment and learning. For example, involving them in the preparation of the food or setting out resources, has not been fully considered.

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

The childminder and childminding assistant are both very aware of how to keep children safe, and know what to do in the event of a concern relating to child abuse. They can identify signs and symptoms of abuse and neglect, and have clear procedures in place to

prevent any harm to children whilst in their care. The childminder is very aware that she must ensure all adults living and working in her premises are suitable to be around children, and has made sure all the relevant checks are in place. As a result, children are kept safe. The childminding assistant has good support as she develops her role with the children. The childminder effectively supervises her practice, identifies strengths and weaknesses and provides opportunities for further training and personal development. The childminder is able to do this because she has a good understanding of the Early Years Foundation Stage. She knows what children need to learn, and how they effectively develop their skills. As a result, she is a good role model for her assistant; and teaches her well.

Both the childminder and her assistant reflect on their practice to ensure the safeguarding and welfare requirements; and the learning and development requirements of the Early Years Foundation Stage are being met. They effectively self-assess their provision and are very aware of their strengths and areas for improvement. This shows that they work effectively together, identifying areas they need to improve upon, and developing clear plans for the future. For example, recent improvements have been made to children's development records. They are now clear, understandable, and show that children make good progress in their learning and development. The childminder has plans to develop this further by re-introducing a tracking document which allows development levels to be seen at a glance. This enables her to see children's levels of development quickly and easily, and so make planning for their continued progress an easier process. The childminder understands that training has a positive impact on her practice. She is reflective, and is able to recognise where training she has accessed has had a positive impact on her teaching skills. She also understands the importance of maintaining a first-aid certificate, to enable her to act swiftly in the event of an injured or ill child. As a result, the childminding service is organised, effective, and enables a good provision to be provided.

The childminder has a personal profile that she send home with parents prior to their child starting with her. This enables parents to develop a good awareness of her service, in their own time, and to get to know the kinds of activities, outings and events their children will take part in. The childminder holds regular discussions with parents and values their knowledge of their children, using this in her planning for their continued development. She embraces the knowledge of other professionals who may work with children, including other early years providers and school. She ensures information is shared appropriately to meet the developmental needs of each child.

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	EY221032
Local authority	Lincolnshire
Inspection number	869792
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	11/05/2009
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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