

Inspection date

17/09/2014

Previous inspection date

12/01/2011

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

- Children make good progress as they engage in positive learning experiences both inside and outside. Planned activities take into account children's next steps for learning and build on their prior skills and knowledge.
- The childminder has developed good partnership with parents. There are good systems for sharing information that contribute to a consistent approach to children's care and learning.
- Children are settled and happy because the childminder has familiar routines, which she implements with care and affection.
- Children are well behaved because the childminder uses effective methods to promote good behaviour and foster their self-esteem.
- The childminder's excellent organisation and documentation underpins her effective practice, ensuring that children are safeguarded and protected and that the childminder meets her legal responsibilities.

It is not yet outstanding because

- Opportunities to further develop children's self-help skills and independence are not consistently exploited, particularly during snack time.

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 viewed the areas of the premises and garden used for childminding.
- The inspector observed activities in the childminder's house and talked with the childminder.
- The inspector talked with the children and carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of the childminder and household members, the childminder's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents.

Inspector

Ann Lee

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, her adult child and her two children aged 14 and nine years in Wellingborough. The whole of the ground floor is used for childminding. There is an enclosed garden for outdoor play. She collects children from the local schools. The family has a pet dog. There are currently eight children on roll, of whom three are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities. 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 support for children's growing independence and self-help skills, for example, by allowing children sufficient time to put on their own shoes and pour their own drinks.

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 learning and development requirements. She demonstrates that she has a good knowledge of the children in her care. She can talk confidently about their starting points in learning and the progress that they make. The childminder assesses children's progress on a regular basis, which means that she is able to identify any gaps in their development. Information is taken from observations and knowledge of children's interests and is used to develop next steps in their learning. The childminder uses information to plan activities that are exciting and stimulating and cover all areas of learning. As a consequence of this, children make good progress in preparation for the next stage in their learning. The childminder regularly discusses children's progress with parents and ensures that they have access to documentation relating to their child's progress through the use of an online system. She has completed the required progress check for children between the ages of two and three years and is therefore well placed to recognise and address any emerging gaps in children's learning.

The childminder has a good knowledge about the way in which children learn. Children are given opportunities to explore, investigate and experiment. For example, they enjoy mixing cornflour and coloured water together, watching the two combine and form a different texture that they can explore with their hands. They delight in the rivers that

they can make with their fingers, which supports their early writing skills. The childminder constantly engages in purposeful dialogue with children, which supports their speaking and listening skills. She offers commentary to their play, introducing mathematical language, such as solid and heavy; introducing counting during singing sessions. There is a good balance of adult-led and child-initiated activities. Children confidently use resources that are available to them both inside and outside. They demonstrate self-assurance by requesting to engage in group activities, for example, singing and dancing together. The childminder responds appropriately to their requests and observes their engagement levels in order to establish when to move on to another activity.

The childminder has created an effective partnership with parents, which support children in making good progress. She has responded to their requests and implemented an online system to record the progress that children are making and the activities that they are engaged in during the day. This ensures that parents are kept fully informed about their children's care and learning. This two-way flow of information means that children's care and learning is continuous and consistent.

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

Children are happy and settle quickly with the childminder. They build a close relationship with her. This is because she has a flexible approach children's first visits. She is happy to let children have several visits with their parents prior to being left for the first time. She also encourages them to bring items from home that may be comforting to them. She demonstrates a warm and sensitive approach towards children. The environment is welcoming for parents and children. An information board displayed in the hall provides useful information for parents, for example, the house rules are displayed as is an outline of the activities that are available to children. This enables parents to be fully informed about the care that their children are receiving. The childminder ensures that she gains information from parents about their children's daily routines in order that these are maintained. This means that children are able to sleep, eat and play in line with their home routine, which maintains a continuity between home and the childminding home. This supports children's well-being and ensures that they are emotionally prepared for the next stage in their learning.

Behaviour is managed effectively by the childminder. She has implemented house rules, which provide children with clear and consistent messages about appropriate behaviour. Children are reminded that they must not jump on the settee and that they must take their shoes off when entering the house. Children's efforts and achievements are regularly praised, which boosts their confidence and self-esteem. She acts as a good role model to children, encouraging good manners at a young age, by encouraging them to say please and thank you. She models these words effectively for children that are not yet competent speakers. Children are reminded of the impact that their actions may have on others, for example, when snatching a toy from another child. This supports children to think critically about the consequences of their actions, which helps them in their emotional development. The childminder encourages children to develop some independence skills. For example, they carry their snacks to the table and are able to freely use the cloakroom to go to the toilet and to wash their hands prior to eating. Coat pegs are positioned at a

height to enable children to easily help themselves to their outdoor clothes. However, on occasions the childminder has a tendency to do too much for the children. For example, she puts their shoes on for them and pours their drinks, as opposed to letting them develop expertise in these self-help skills themselves. The childminder supports children with special educational needs and/or disabilities. She uses visual aids to support their communication skills and ensures that differentiation of activities take place to ensure that all children are fully included.

The childminder encourages children to develop a healthy lifestyle. She provides healthy, nutritious snacks and meals. This encourages children to try different tastes, particularly with fruit and vegetables. Children are taught of the need to clean their hands before eating their snack by using anti-bacterial gel. The childminder ensures that this is a meaningful experience for children and encourages them to smell the gel and talk about what it feels like as they rub it in. Children are encouraged to think about whether they need a drink of water after they have been playing in the garden. Children enjoy the garden, which has lots of opportunities for them to engage in physical play. They enthusiastically dig in the mud area and use trucks to take the soil to another part of the garden. A small vegetable garden provides opportunities for them to experience growing vegetables, which provides healthy food for them to eat during snack times. They also regularly go on visits to parks and occasionally go swimming. As a result, children develop a secure understanding of the importance of adopting healthy lifestyles.

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

The childminder demonstrates that she has a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has implemented policies and procedures that cover all the requirements and is aware of the types of events that must be notified to Ofsted. Her knowledge and understanding of how to keep children safe from harm and abuse is good and she is aware of the signs and symptoms to look out for. Accident and medication forms are appropriately completed and entries are signed by parents. Risk assessments are robust and are reviewed on a regular basis to ensure that potential risks are minimised. As a result, children are kept safe from harm.

The childminder carefully monitors the educational programme and the progress that children make. She places a high importance on her own personal development, in order to improve her knowledge and skills, so she can provide good quality provision for all children. For example, she undertakes training offered by the local authority.

The childminder has established strong relationships with parents. She speaks to them on a regular basis as they drop off and collect their children. Parents are provided with every opportunity to be involved in their children's learning and development, which enables a shared and continuous approach to their care and learning. Letters from parents are complimentary and outline how settled and happy their children are in the childminder's care. The childminder has good links with local schools.

Self-evaluation is an established part of the childminder's routine. The childminder has completed a self-evaluation document, which reflects her practice and outlines areas for development. The childminder includes the views of parents and asks children what they enjoy doing through the use of questionnaires. She reviews and reflects on her practice as an ongoing procedure, which enables her to ensure that she continues to meet the needs of the range of children and their families that attend the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY273838
Local authority	Northamptonshire
Inspection number	872766
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	12/01/2011
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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