

Inspection date	23/09/2014
Previous inspection date	25/03/2014

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 childminder provides a range of activities for children to participate in which follow their interests. As a result, children have fun as they play.
- The childminder has made sufficient progress since her last inspection and subsequent monitoring visits. She is committed to the ongoing development of her provision and updates her knowledge through training.
- The childminder understands her role and responsibility in regard to safeguarding children. Policies and procedures are in place, and are appropriately used in the management of her service. This helps to protect children from harm.
- The childminder works in partnership with parents, carers and other professionals to share information about each child's individual routine. Consequently, children feel secure and settle well in the childminder's care.

It is not yet good because

- The childminder's systems for assessing children's development are not yet fully embedded to enable her to precisely identify the relevant next steps in each child's learning, to ensure that they make good progress from their starting points.
- The childminder does not obtain prior written consent from parents/carers before administering medication. This does not meet the requirements of the Early Years Foundation Stage in protecting children's well-being.

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 area used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation form and a selection of policies and children's personal records.
- The inspector checked evidence of the suitability of the childminder and members of the household and the childminder's qualifications.

Inspector

Sue Riley

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Lincoln, Lincolnshire. The whole ground floor of the house and the rear garden are used for childminding. The childminder attends a toddler group and visits the park on a regular basis. She takes and collects children from the local school. There are currently two children on roll, both of whom are within the early years age range and attend for a variety of sessions. The childminder operates Monday to Friday, all year round from 6am to 6pm, except for family holidays. She holds a level 3 childcare qualification and 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 that where any medication is administered to a child, prior written permission for that particular medication has been obtained from the child's parent and/or carer
- ensure observations and assessments of children are used effectively to identify and plan for the next steps in their learning and development, so that the activities provided are focused on providing more challenging experiences to help all children make good progress.

Inspection judgements

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

The childminder provides an environment that is generally stimulating with a basic range of toys and learning opportunities that interest the children. This enables children to follow their own interests and move freely between the activities that are on offer. Information regarding what children can already do, their likes and interests is gathered by the childminder when the child first attends. This helps the children to settle into the home more effectively because she is able to provide for their needs. The childminder mainly supports children's learning and development, to enable them to make satisfactory progress in relation to their starting points. She observes children and is able to talk about what they enjoy doing. As a result, she is able to plan some appropriate activities based on children's interests. The childminder is starting to use her observations to assess each child's stage of development, however, this process is not yet fully embedded into the childminder's practice. As a result, some activities lack a good level of challenge because the childminder is not yet using her assessments well enough to identify and plan the appropriate next steps in children's learning.

Children enjoy their learning and engage in open-ended activities. For example, when the childminder provides an activity with wide neck plastic bottles and different uncooked pasta shapes, children develop their concentration as they put the pasta into the bottles and tip it out again. Children listen to the different sounds the bottles make when they shake them. This supports their listening and attention skills, and promotes babies' early language development as they begin to vocalise their enjoyment in activities. The younger children enjoy playing with the interactive toys, pushing buttons to make the different musical sounds. They repeat the activity and smile as they know they are making a different noise. This promotes children's interest and develops their skills of using information and communication technology resources.

Younger children's independence is promoted as they are encouraged to feed themselves, while the childminder stays close by offering appropriate support and encouragement. The childminder attends local toddler groups with the children to develop their social skills. This helps to prepare children for their future learning in school or other settings when the time comes. The childminder works well with parents and keeps them informed about their child's achievements and progress.

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

Children are happy, confident and interested in what they do. They have developed warm relationships and are forming secure bonds and attachments with the childminder, which promotes their well-being and independence effectively. This supports them in developing trusting relationships. The childminder helps children to get to know the daily routine and they settle down to sleep well. This supports their physical and emotional development, as they feel comfortable and secure in the childminder's care. Children benefit from regular visits to social groups that enable them to develop confidence in new experiences. They enjoy cuddles as they sit close to the childminder and welcome her into their play. The childminder responds to younger children's facial expressions enthusiastically and is genuinely interested in what they do, which raises their confidence and promotes their self-esteem. The childminder has basic house rules in place to help the children be aware of what is expected from them and how to behave.

The childminder works with parents to meet all dietary needs. Currently, parents provide all meals, snacks and drinks for their own children. Through discussion, the childminder shows she is aware of what to food and drink to provide for children to ensure they are offered a balanced diet. Children help themselves to a drink as they become thirsty, which ensures that they stay hydrated. The childminder helps children to develop good health routines and praises them for all their achievements. For example, the younger children are encouraged to learn about the importance of handwashing. Children have opportunities to explore the community around them, develop their physical skills and get fresh air. For example, they visit the local park and use the challenging play equipment.

New children settle well because the childminder invites parents to bring children to visit several times and gradually extends their time with her. She liaises with parents to find out about children's care routines. This helps children to feel secure, as the childminder

helps children to confidently move between their home and her care. Older children who have recently moved into the Reception class were well prepared for this move, through visits, discussions and activities around moving on to school. Children develop an understanding of their own safety because the childminder ensures that daily opportunities are included to learn about how to stay safe. For example, emergency evacuation is planned and completed with the children, showing a proactive approach towards helping them understand important safety procedures.

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

The childminder has a satisfactory understanding of her responsibilities in meeting both the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has a suitable 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 responsibilities regarding protecting children from harm. For example, the childminder knows what she must do if she has any concerns and which agencies she must inform. Risk assessments are conducted to enable children to play in a safe and secure environment. The childminder has effective emergency procedures in place. This offers parents reassurance that their children's safety and welfare is of high priority. The childminder successfully monitors her provision to ensure that she meets all of the legal requirements. However, she does not gain prior written consent from parents or carers before she administers medication to a child. This impacts on children's well-being and potentially places them at risk. This is also a breach of the compulsory and voluntary parts of the Childcare Register. The childminder is aware of when to inform Ofsted of any changes to her provision or herself that would impact on the care of the children.

The childminder has a varied range of written policies and procedures to support children's safety and the smooth operation and management of her setting. She is generally well organised with her documentation. The childminder demonstrates a positive approach to improving her professional development in order to enhance the learning, development and care of the children in her setting. She regularly attends training events to expand and enhance her knowledge and experience. The process for self-evaluation is being developed and is beginning to support continuous improvement for the benefit of the children who attend. Following the last inspection, the childminder received a welfare requirements notice and a number of actions to improve. There were also three subsequent monitoring visits made by Ofsted. The childminder has appropriately met most of the actions raised from these visits, which protects children's welfare and adequately promotes their learning. For example, she ensures that she provides a clean, safe and suitable environment. This allows children to play and learn in safety.

The childminder has developed her system of observing children and uses her observations to plan activities linked to children's interests. She carries out assessments of children. However, she does not currently use this information to effectively plan activities to challenge children in all areas of learning. The childminder has attended recent training to help her understand how children learn. This has enabled her to provide a balance of

adult-led and child-initiated activities to offer more purposeful support to the children. This adequately promotes children's learning as they play. The childminder is now aware of the progress check for children between the ages of two and three years, which includes providing parents with a short written summary of their child's development. The childminder has a better understanding of the need to work in partnership with other providers when the children in her care also attend another setting. She provides a communication book which goes between each setting and the child's parents. This ensures that all providers are working together to meet the care, well-being and learning and development needs of the children.

The childminder gets to know the children she is caring for and develops positive relationships with their parents. She has devised an information pack for parents to ensure that they understand her policies and procedures and how her practice operates. Consequently, parents are made aware of the childminder's responsibilities and how she organises children's care. The childminder talks to parents daily about what their children have been doing and provides a written daily diary. This is used by the parents to report back to the childminder about what the children have enjoyed doing at home. As a result, the childminder has appropriate processes in place to enable two-way communication with parents and carers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- maintain records of a parent/guardian/carer's consent for any medication administered to a child who is cared for on the premises (compulsory part of the Childcare Register)
- maintain records of a parent/guardian/carer's consent for any medication administered to a child who is cared for on the premises (voluntary part of the Childcare Register).

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	260490
Local authority	Lincolnshire
Inspection number	975597
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	25/03/2014
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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