

### Inspection date

25/09/2014

Previous inspection date

Not Applicable

### The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 enjoy their time in the childminder's care and have formed secure attachments. They are confident and enthusiastic to explore the environment and make their own choices in their play.
- Children make good progress in their learning and development, due to the childminder's good knowledge of child development. She provides interesting activities and experiences linked closely to children's interests.
- Children are safeguarded well as the childminder demonstrates clear knowledge of how to protect them and the correct procedures to follow.
- An effective process of self-evaluation ensures the childminder is regularly reflecting on her practice and the service she offers to children and their families.

#### It is not yet outstanding because

- The childminder speaks to parents on a daily basis and an exchange of information regarding children's learning takes place. However, there are fewer opportunities for parents to share in-depth information about their children's learning and development at home.
- Children have less opportunity to gain an understanding of other cultures and beliefs as there are fewer toys and resources available to support this.

## 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 taking place in the lounge, playroom and garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's planning and assessment documents, the register of attendance and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises.

## Inspector

Carly Mooney

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her mother and son aged 11 years in a house in Spalding, Lincolnshire. The whole of the ground floor, a bedroom on the first floor and the rear garden are used for childminding. The family has a pet dog. The childminder takes and collects children from a local pre-school. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- enhance the already good partnerships with parents, so that they have greater opportunities to share even more information about what their child is learning at home
- support children through play and resources to become aware of and explore ethnicity, culture, religion and disability.

## Inspection judgements

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

Children are settled and at ease in the welcoming environment, where they independently explore the good range of toys and resources available. The childminder has clear expectations of all children and endeavours to give them the best possible start in life. She demonstrates a good understanding of various teaching methods that engage and motivate children to learn. For example, she supports children well to complete a challenging jigsaw puzzle. She encourages them to look for corners and straight edges, demonstrating what they are, so they know what to look for. Furthermore, she talks about the colours and different aspects of the puzzle they need to match, using words, such as twizzle and turn as they try and fit the pieces. Children welcome the childminder's interaction and the praise they receive for their efforts when they complete the puzzle. The childminder models language clearly and provides a constant narrative to the activities and routines children participate in so that they understand what is happening. Sounds and words are repeated for reinforcement to support young children's growing vocabulary and communication skills.

The childminder has a good understanding of children's individual needs and interests and plans interesting activities to support these. For example, due to a child's interest in

castles, the childminder has taken children to visit a number of real castles and stately homes. She has made a positive start with her systems to observe, assess and plan for children's learning needs. She regularly observes children in their play and completes regular reviews of their learning, including the progress check for children between the age of two and three years. These are shared with parents so they are aware of their children's progress and how they can support development at home. Discussions take place with parents every day so that information is shared. The childminder values this information. However, there are fewer opportunities for parents to share what they know their child can do at home in order for the childminder to use this information to contribute to the day-to-day planning to further support the next steps in children's learning. Tracking systems are in place to highlight the progress children are making, in order to identify any gaps and next steps in children's learning. This also helps to ensure that children are well prepared for their next stage of development, such as starting school.

Children's understanding of valuing and respecting others is beginning to be supported through their play. They are able to learn about some cultures and traditions, such as Christmas and Easter through appropriate activities. However, there are fewer toys and resources available to promote a suitable understanding of other cultures and traditions. The childminder makes good use of outings to places of interest that support and enhance children's learning experiences. For example, children visit animals at a garden centre and go for walks in local woods, to collect leaves for their autumn pictures. Children explore a range of textures and materials in a variety of creative activities, such as, painting, sand play and baking activities, which allows them to use all of their senses.

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

The childminder warmly welcomes children into her home, helping to promote their sense of security and belonging. Children show they are clearly comfortable in the childminder's company, as they seek her out to help them in activities or to gesture for a cuddle. She shows a good appreciation of children's individual care needs and gathers clear information from parents when children first start to help them settle. Ongoing needs are constantly addressed through daily conversations at collection times. The childminder shares thorough assessments of children's progress with a local pre-school children attend. She attends meetings and holds regular conversations with their key person to ensure their care needs are thoroughly met and learning supported to a good standard.

Space in the home is organised effectively so that children are able to play, eat and rest comfortably. Children are able to move freely to access the toys and resources and show they are familiar with routines and the layout of the home, such as where they eat lunch or access the outdoor area. Careful consideration is given to children's dietary requirements when preparing meals or planning cooking activities that meets their individual needs. Meals and snacks promote a healthy diet and children help themselves to drinks, as and when they feel thirsty. Children follow routine hygiene procedures for hand washing before meals and are given good opportunities to clean themselves independently after eating. Individual named coat pegs, allow children to fetch and put on their own coat

before outdoor play, further increasing their independent skills before starting school. Children access the garden frequently for play in the fresh air and visit woods and soft play centres on a regular basis to further support their physical development. Methods for managing children's behaviour are clear and concise. Rules are in place to ensure that clear and realistic boundaries are established and adhered to. The childminder gently reminds children of safe practices as they play, such as being mindful of younger children when playing and being gentle with animals. Children's safety is a priority for the childminder and they are well supervised at all times.

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

The childminder has a secure understanding of the safeguarding and welfare requirements and has an informative range of policies and procedures in place to support her good practice. She demonstrates clear knowledge of the procedures to follow should she have any child protection concerns about the children in her care. Suitability checks have been carried out on all adults living at the premises. Furthermore, a record of all visitors to the home is kept to strengthen safeguarding procedures. Effective procedures are in place to ensure children play in a safe and secure environment, including daily risk assessments of the premises and the garden before children arrive. Record keeping is thorough and maintained appropriately to support children's safety and welfare.

The childminder has a secure knowledge of the learning and development requirements and a good overview of the curriculum. This ensures that children participate in a good range of experiences both in the home and on a variety of fun outings. The childminder has established effective systems for assessing and tracking children's progress and uses appropriate guidance to monitor next steps and achievements in their learning. She prioritises areas for improvement and evaluates her practice on a regular basis. She seeks the views of parents via written questionnaires. The childminder demonstrates a positive attitude to training and is currently studying for a level 3 qualification in childcare. She feels this will benefit children's experiences in her care and further enhance their learning.

The childminder has built positive relationships with parents, which benefits and supports the time children spend with her. Parents speak positively about the childminder and her practice in written feedback, commenting that the childminder is, 'friendly and easy to talk to'. Parents are particularly grateful to the support given to meeting children's additional dietary needs. Parents speak to the childminder on a daily basis both face-to-face and through mobile phone messages about all aspects of their children's care. The childminder liaises regularly with other professionals, such as children's pre-school key persons to support children's progress across both settings.

### **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

<b>Unique reference number</b>	EY460889
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	939064
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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