

Inspection date	20/10/2014
Previous inspection date	12/03/2009

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

- Children form secure emotional attachments with the childminder. They show high levels of confidence within the setting and enthusiastically explore their environment and participate in activities with enjoyment.
- The quality of teaching is good. The childminder provides opportunities and experiences, which significantly enhance children's speech, language and communication skills.
- The childminder has a secure understanding of her role and responsibility to safeguard children and she implements daily safety checks to minimise hazards.
- Partnerships with parents are firmly established. The childminder fully involves parents in their child's learning and she seeks their views about her current practice.

It is not yet outstanding because

- The childminder does not always ensure that children understand and carry out self-care routines.
- The childminder does not consistently use opportunities to encourage children's independence during everyday activities.

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 lounge, dining room, kitchen and garden.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked through children's assessment records and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of suitability of the childminder and adult members of the household and the childminder's training.

Inspector

Hayley Ruane

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Cherry Willingham, Lincolnshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has one cat, nine degus and one hamster as pets. 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 seven children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday 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:

- enhance children's understanding of care routines, for example, ensuring that they consistently wash their hands before eating
- make the most of daily routines so that children can be even more independent, for example, by putting on their own coats before going outside.

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 how children learn through play. Consequently, children's learning is effectively promoted. This is because the childminder provides an exciting range of activities, which are planned around children's interests and changes in the environment. The childminder undertakes an initial assessment of children's learning and development upon entry and discusses this with parents, to enable her to plan exciting activities. The childminder makes regular observations of children's engagement in activities, sharing these with parents on a regular basis. The childminder invites parents to provide information on children's achievements at home by using a daily diary and through regular discussions. The childminder knows her children well, and plans suitable next steps to move them on. As a result, all children make good progress, in relation to their starting points and capabilities. Children are acquiring the necessary skills to make good progress towards their next stage in learning and the eventual move to pre-school or school. She successfully helps children of all ages to develop their communication, language and mathematical skills. This is through continually chatting to children, as she plays alongside them, and by asking children questions to promote their

learning. For example, children cut up pieces of cake and the childminder asks children how many pieces of cake they have. Children say four and offer pieces of cake to the other minded children. Together, they talk about putting the cake into the oven and the childminder reminds children that the cake will be hot. Consequently, they use oven gloves when they take the cake out. As a result, all children are effectively challenged, according to their age and stage of development, and they become confident talkers and are able to socialise well with their friends.

The childminder has a secure knowledge and understanding of how to promote the learning and development of the children in her care. The quality of teaching is consistently good and children have sufficient time to practise the skills to which they have been introduced. For example, children play with spades and buckets in the sand area outside and, with support and guidance from the childminder, they successfully build a sand castle. Children learn that we can communicate in different ways. For example, the childminder labels toy boxes and has posters showing different written languages. As a result, children gain a good awareness of the diverse society in which they live. Children can choose from a selection of books. They enjoy sitting with the childminder as she engages them in enticing story telling. The differing pitch and tone in the childminder's voice sustains children's interest and they explore the illustrations and materials in the book to further understand the story. The childminder asks children to count objects in the book and reinforces their understanding of numbers by asking children to count the same amount on their fingers. As a result, children's ability to focus their attention prepares them well for their future learning and eventually school. Children play in the garden, where they use a wider range of equipment, such as the climbing frame and slide, to further help them develop skills in balance and coordination. Visits to various places in the community help develop children's knowledge of their local community and help them to make sense of their world. In addition, the childminder takes children for walks to find out about the natural world. For example, they look at the different shapes and colours of leaves. Activities are varied and fun and, as a result, children thoroughly enjoy their time at the childminder's home.

The childminder has established very strong partnerships with parents, which complement her effective observation and assessment. Children's starting points are identified, with the help of parents, before they start with the childminder. This provides parents with the opportunity to share information about children's initial interests and abilities and any concerns they may have. Parents look at their children's learning stories regularly, which makes them fully aware of their children's achievements. The childminder works alongside parents in completing the progress check for children between the ages of two and three years. It covers the prime areas of learning and includes children's views. Parents are provided with this summary of their child's development to help to identify any additional support that might be needed and to pass on to other settings their children may attend and their child's health visitor. This ensures that all people working with the child are aware of their learning and development.

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

The childminder provides a warm and welcoming environment, where children feel emotionally secure. She responds well to children's emotional needs and recognises when they need reassurance and comfort. Information is gathered from parents about their child's needs before they start. For example, the childminder requests information about their child's interests and their sleeping and eating routines. Settling-in arrangements are tailored to meet the requirements of each individual child and their family. This ensures all children form strong bonds with the childminder and they are happy and content in her care. There is a wide range of toys and equipment, which provide good levels of challenge and interest to support children's learning in the seven areas. The childminder provides children with photographs of toys and resources that they cannot readily see, to give children more variety and promote their independence when choosing resources. However, she does not always use opportunities for children to maximise their independence, for example, by putting on their own coats before going outside.

Children learn about keeping themselves healthy. They receive a good range of healthy snacks and lunch, provided by the children's parents. The childminder gives guidance to parents about what is appropriate for their children's diet. Children take part in growing fruit and vegetables in the garden and then taste their produce, for example, tomatoes and strawberries. Children are increasingly aware of how to take care of their own care needs and do this independently. For example, the children independently access the toilet. However, the childminder does not always ensure that the children consistently follow self-care routines, such as washing their hands before eating. Children enjoy the freedom to play outside, where they maintain a healthy lifestyle through fresh air and exercise. The childminder is vigilant in promoting children's safety. She checks the premises for hazards on a daily basis and supervises children closely at all times. Children learn about managing their own safety. They use a knife to cut up their banana for breakfast and are able to play on a climbing structure in the garden. Children regularly take part in fire drills so that everyone knows what to do in an emergency.

The childminder has clear expectations with regard to children's behaviour. The childminder reminds children of the need to share and take turns while they play and be kind towards each other. As a result, children are well mannered and behave in a calm and orderly environment. The childminder has a wide variety of resources to support children emotionally for their next stage of learning. She talks to children about events in their lives and has a variety of books available to prepare children for changes in their routines. For example, she reads a book to children to inform them of what will happen when the childminder receives a visit from an Ofsted inspector. As a result, children are prepared for changes in their routine and are comfortable with unfamiliar people being in the childminder's home.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is fully aware of the potential signs of abuse and neglect and she understands the procedures for reporting concerns. All

statutory documentation, such as written parental consents and a daily register are in place and comprehensively maintained, which promotes children's welfare. Suitable policies and procedures help ensure that parents also understand the duty of the childminder to protect children. Children are kept safe because the childminder conducts risks assessments and ensures she supervises them at all times. All household members have undergone the required vetting checks to confirm their suitability to be in contact with children. The childminder checks the identification of visitors, directs them to the safe use of mobile phones and keeps a written record of their visits. Therefore, procedures are in place to protect children.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder sometimes works with an assistant who is aware of the childminder's policies and procedures, so is able to support children's learning and development. The childminder plans activities and provides children with a broad and balanced range of experiences across the areas of learning. The childminder assesses and monitors children's progress well. Therefore, they make good progress in their learning and development from their starting points. The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all children. The childminder consistently looks at ways to improve the service she provides. She is committed to continuous professional development and intends to attend several more training sessions, so that she can further improve her already good knowledge of children's learning and development.

The childminder effectively shares information between settings when children attend more than one provision, to consistently support children's learning in her home. She is very clear about working with other professionals to ensure prompt intervention is necessary, so children's needs are met. As a result, all children make good progress in their learning and development. Partnerships with parents are effective. These have been built specifically to support children's development and complement parents' wishes. Parents' views and their input are valued through daily discussions and questionnaires and are integral to meeting children's individual needs. Child questionnaires are also used to keep the childminder up-to-date with children's changing likes and dislikes, to enable her to continue to provide an individual learning experience for them. Good communication systems give parents a variety of information that underpins many of the childminder's processes, such as a united approach to learning at home. Parents are very happy with the service, care and education their children receive. They comment that the childminder makes their child's day 'full of fun'.

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	208637
Local authority	Lincolnshire
Inspection number	865559
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12/03/2009
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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