

Inspection date	23/10/2014
Previous inspection date	06/04/2011

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

- Teaching is good. The childminder carries out accurate assessments of children in order to provide suitably challenging activities. As a result, children are comfortably working within their expected age range.
- Children have good emotional attachments with the childminder and her assistants. They show that they feel safe and secure in the childminder's home.
- Good relationships with parents mean that the childminder is able to meet the individual needs of all children attending and so they settle quickly.
- The childminder has a good understanding of the safeguarding and welfare requirements. Subsequently, documented policies and procedures are embedded into the daily routine to ensure that children are kept safe.

It is not yet outstanding because

- Partnerships with other early years providers, which children may additionally attend, are not fully embedded, to promote a collaborative approach to support children's learning and development.
- Parents are not always encouraged to regularly share details of their child's emerging interests and achievements at home or out of setting.

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 within the lounge, kitchen and children's playroom.
- The inspector conducted a joint observation with the provider.
- The inspector spoke with the children, an assistant and the childminder.
- The inspector looked at children's assessment records and planning documents.
The inspector checked evidence of suitability and qualifications of the childminder
- and her assistants working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents included in the setting's own surveys.

Inspector

Andrea Price

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in a house in Kettering, Northamptonshire. The whole of the ground floor and enclosed rear garden are used for childminding. The childminder's husband and daughter work as her assistants. The childminder and her daughter hold appropriate early years qualifications at level 3. The family has four cats and two dogs. The childminder attends a toddler group and activities in the local area. She visits the shops and parks on a regular basis. The childminder takes children to, and collects them from, the local schools and pre-schools. There are currently 14 children on roll, four 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 for 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:

- maximise relationships with other early years settings that children also attend to promote effective partnership working, so children benefit from a collaborative approach to support their learning and development, to achieve their best potential
- provide even more opportunities for parents to regularly share details of their child's achievements at home and out of setting, so that there is a more consistent approach to sharing details of all children's learning and development, which will help them to make the best possible progress.

Inspection judgements

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

The childminder understands how children learn through play and makes effective use of accurate assessments of children's progress to plan for their next steps. The childminder and her assistants know the children very well, have a clear understanding of their individual learning needs and demonstrate how to support this effectively. Planning is based on children's interests and their stages of development. Furthermore, the childminder provides a mixture of adult-led and child-initiated experiences, which cover the seven areas of learning and development. As a result, children are comfortably working within their expected age range. Regular observations of children as they play are undertaken and assessed across the seven areas of learning. The childminder and her assistants then identify what children need to learn next. The children all have individual learning journals, which contain photographs and observations that the childminder and

her assistants make. The childminder completes a progress check for children aged between two and three years and shares the results with parents. This enables any intervention needed to be put into place early for children who are found to be below expected levels of development. This helps to ensure that they are continually making good progress in readiness for school. Consequently, any concerns regarding children's development are identified early, so that the childminder and parents can plan together for any additional support required.

The childminder supports children to develop good communication and language skills. For example, children enjoy sharing books and stories with the childminder, who skilfully extends their vocabulary through effective questioning, as she reads with them. Children are creative, as they enjoy the many opportunities to paint, draw, colour, stick and use a variety of malleable materials. Children ask that the childminder's assistant joins in with role-play activities. She shows a genuine interest in what children are making and skilfully gets them to think about what items they need to make a cup of tea for the childminder. Children become excited and hurriedly prepare the drink for the childminder to try. Consequently, children are able to express their own ideas through their pretend play. The childminder familiarises younger children with the school, as they accompany her when she collects older children. In addition, children, who are moving to school, are supported using a range of activities. For examples, role play and story books promote further discussion, such as how they are feeling. This successfully helps children to move on to their next stage of learning with confidence.

The childminder discusses children's daily activities and routine care needs with parents as they collect children. In addition, important information is recorded in a daily diary. Parents are encouraged to regularly view children's assessment records and make comment. Consequently, parents are kept well informed of their child's progress. However, parents are not being fully encouraged to regularly share details of what their children can do and achieve at home. As a result, the childminder is unable to take this information into account when planning her activities. This, therefore, limits the further extension of the children's learning experiences. Parents make positive comments within questionnaires, stating that they are extremely happy with the care their children receive. They consistently praise the childminder and her assistants for their flexibility and welcoming environment.

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

The childminder fully understands the importance of children feeling safe and secure while they are in her care. Before entry, the childminder and her assistants meet with parents and their children to gather information, recording their child's likes, interests, personal needs and past experiences. Using this information, the childminder works in partnership with parents to provide a flexible settling-in plan. This includes sessions for children to visit with their parents. In addition, this information allows the childminder to plan personalised play opportunities that support children to settle quickly. This effective process ensures that children are emotionally prepared to separate from their parents. The childminder's

home is welcoming, stimulating and well resourced. Toys and resources are easily accessible for children, which supports their independence in choosing activities and enables them to follow their own interests. Younger children are able to sleep in quiet areas, while older children are able to rest on comfy chairs and cushions in both playrooms. This means children are supported to recognise their own needs.

The childminder has high expectations of good behaviour. She calmly and consistently sets out her expectations. The childminder and her assistants are good role models and they support children to use manners. They are respectful towards children asking for their point of view and recording this in their individual files. For example, children's thoughts are welcomed when the childminder plans outings during school holidays. Children's efforts and achievements are consistently praised by the childminder, raising children's self-confidence and well-being. Any incidents of inappropriate behaviour are dealt with swiftly and sensitively. Consequently, children's emotional well-being is well supported. The childminder supports children effectively to become independent in their personal self-care. For instance, children learn good personal hygiene routines. For example, they are sensitively reminded to wash their hands at specific times during the day, such as before mealtimes or after stroking pets. In addition, children's personal care routines are met sensitively, ensuring that their well-being is maintained. Furthermore, children, and their parents, are supported well during times of change, such as during toilet training.

Children's personal dietary requirements are gathered before entry and recorded within their personal files. Effective methods are used to share information with her assistants, ensuring these are met at all times. Through discussion, the childminder supports parents to develop children's healthy eating habits. This is supported effectively, as the childminder and her assistants help support children to foster an understanding of healthy eating at mealtimes. For example, they discuss what the children are eating and sometimes offer additional new foods for them to try. The childminder understands the benefits of daily fresh air and exercise. Children enjoy many activities outside, which support them to develop physically. They are able to select from a wide range of resources, such as climbing frames, scooters and ride-on toys, which are freely available in her garden. Outdoor activities are further pursued through regular visits to the local park, where children enjoy open spaces to explore. In addition, the childminder attends a number of local amenities, such as the library, toddler groups and soft play centres. Older children learn about road safety while walking to school with the childminder. Children are able to take some risks in their play, such as climbing on large apparatus at the local park. Furthermore, children are taught how to do this so they do not hurt themselves or others. Consequently, children are learning how to keep themselves safe.

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

The childminder has a secure knowledge and understanding of both the welfare and learning and development requirements. She is fully aware of her role and responsibility to protect children in her care. The childminder and her assistants have recently completed training on safeguarding, which means that their knowledge of safeguarding issues is

refreshed. The childminder knows what to do in the event of any concerns about children. Consequently, children are protected from harm. The childminder carries out daily visual checks of her provision to ensure that it is safe and secure. She supervises the children well and ensures they are always in sight or hearing at all times. The childminder and assistants hold current paediatric first-aid certificates. Consequently, they are all confident of the actions to take in the event of an accident or minor injury and they record all incidents. Documentation is well organised and maintained to a good standard, which supports the safe and efficient management of the setting.

The childminder and her assistants are keen to develop practice and have made good progress since the last inspection. For example, the childminder and her daughter, who works as an assistant, now hold appropriate early years qualifications at level 3. This updated knowledge has impacted greatly on their ability to observe children as they play and assess their learning accurately. Furthermore, they now confidently plan personalised next steps for children, based on their age, ability and stage of development. The childminder has informal systems for the supervision and development of her two assistants. Together they complete accurate self-evaluation, in which relevant areas for improvement are identified. Parents' views are consistently sought so that any changes made reflect their views and needs. This helps the childminder to monitor her provision and be more focused on the support she provides for children's learning.

The partnership with parents is good. Parents are kept well informed about their children's routines, activities and achievements through daily diaries, text messages and verbal contact. The childminder enables parents to regularly access their children's assessment records and encourages them to make a contribution. However, partnerships with other professionals of early years settings, which children may also attend, are not so well developed. Consequently, opportunities to promote a fully collaborative approach with all adults involved in children's learning and development are not fully maximised.

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	260810
Local authority	Northamptonshire
Inspection number	871643
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	14
Name of provider	
Date of previous inspection	06/04/2011
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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