

Inspection date	21/11/2014
Previous inspection date	19/11/2009

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

- The quality of teaching is good. The childminder provides an interesting variety of opportunities and experiences, which support children's overall development well.
- Children form strong emotional attachments with the childminder. They show high levels of confidence within the setting and participate in activities with enjoyment.
- The childminder has risk assessed her home to ensure it is safe for children to play in. Secure safeguarding policies and procedures are in place, which help the childminder to ensure children's safety at all times.
- Partnerships with parents are well established. The childminder fully involves parents in their child's learning and relevant information is shared to ensure children's needs are fully met.
- The childminder is good at reflecting on her practice and identifying areas for improvement, which ensures continuous advancement.

It is not yet outstanding because

- The space available is not always maximised to enable children to get the most out of their play.

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 childminder's playroom.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked through children's assessment records and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of suitability and training of the childminder.
- The inspector interacted with children throughout the inspection.

Inspector

Sharon Waterfall

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Scothern, Lincolnshire. The whole of the ground floor, a bedroom and bathroom on the first floor and the rear garden are used for childminding. The family has a dog as a pet. The childminder runs toddler groups in the local area and attends 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 10 children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am 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 and she holds a childcare qualification at level 3.

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 abilities to make connections in their play by making best use of the available space, for example, by moving resources out into the open and available floor area.

Inspection judgements

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

Children make good progress. The childminder takes into account each child's interests when planning a range of activities and learning experiences. The learning environment provided in the playroom is inviting and resources are within reach of children. They are active participants in their own learning because the childminder ensures there is a balance of adult-led and child-initiated activities. She promotes other positive teaching strategies, such as knowing when to engage with children's play and when to give them to time to play alone. The childminder observes children's play and plans further activities relevant to their next stage in learning. The progress check for children aged between two and three years to monitor children's development is completed in a timely manner by the childminder and shared with parents. The childminder works in partnership with parents and carers regarding children's education and she encourages them to be involved in their child's learning.

Children's communication and language development is good. The childminder provides an environment, which is rich in language and gives children many opportunities to practise their speech and listening skills. There is a good selection of books, which is accessible to encourage children to independently select them. The childminder listens attentively to young children's beginning speech and is able to identify words and sounds. She ensures

she values these and repeats them back or turns them into a sentence. The childminder facilitates discussion and conversation as she takes children to a poster and they talk about what they can see. The younger children are able to say single words and simple two word sentences. They also babble making many sounds they will need for future speech. The childminder engages them in conversation, asking questions, waiting for their answer and uses those single words to further the conversation. For example, a child says 'horsey' and the childminder replies, 'yes horsey. You like those don't you?' This develops young children's confidence in speaking out as they know others are interested in what they have to say.

The childminder engages with the children in their play by sitting on the floor with them. She supports them in accessing toys, though she does not always move them into the open floor space to gain optimum play potential. Young children then struggle to link their play together and enhance their early imaginative skills. The variety of resources enables children to explore how things work. For example, children twist, push and press a range of buttons and are delighted when in return for their efforts as animals pop up or flaps pop open. The same principles are then applied to a musical toy and the children realise the same type of pushing can lead to a tune. They are able to make links from prior learning and try out their new skills to see what might happen next. The childminder reads a story about animals and then she and the children sit together with a box of toys and try to find the same animals from the story. They work together and show each other what they have found. Lots of discussion about whether the animal is in the story or not, what they are called and what noises they make. Lots of recall about the story, new language and vocabulary as children learn new animals and the childminder is quite confident in making animal sounds. The children are confident in their surroundings, accessing resources and exploring freely. The children make good progress in their learning when they are with the childminder, which helps prepare them well academically for future learning.

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

Children's emotional well-being is supported effectively by the childminder. She gets to know the children well and forms close bonds with them so that they feel a sense of security with her. The childminder is very sensitive to the younger children's need for her attention. They are reassured by the childminder as she talks to them softly and carries them around if they require her to. After a while this warm and considerate care enables them to relax and fall asleep, after a busy morning playing. The childminder works in close partnership with parents and carers regarding children's care routines. She includes information from parents in her initial discussions to support children with settling in. This enables her to plan activities immediately that the children will relate to and enjoy, further supporting children's self-esteem and confidence.

Children are warmly welcomed into the childminder's home and they are confident to choose resources for themselves. The childminder reacts to younger children's interests and gets out further activities that they seem to be enjoying. Children's good health is promoted as the childminder promotes healthy food choices. She is very aware of children's particular dietary needs and works in partnership with parents to support these.

She uses hygienic procedures with the children that promotes their self-care. During these times the childminder continues to talk and play games that further develop the warm relationships. For example, during nappy change time, teddy joins in and is also 'cleaned'. He is asked if the wipe was cold and wet and although he cannot reply, the questions and vocabulary support language skills for the younger children. This everyday routine is made to be fun as children learn. Children benefit from regular access to outdoor play, fresh air and exercise as they walk to school daily and access the local park regularly.

Children are beginning to learn about how they can keep themselves safe because the childminder supports their understanding of the rules in place for preventing them being harmed. For example, she will talk to the children about putting away some toys to make space for others. Children behave well due to the consistent boundaries and positive encouragement by the childminder. The childminder acts as a good role model and gives clear age-appropriate explanations to demonstrate what is expected of them. For example, she talks to children about why they cannot climb on the table, but praises them when they climb up onto an appropriate sofa. This further supports their understanding about keeping safe. Children play together well, they negotiate and take turns, supporting their emotional well-being in readiness for their next steps in learning.

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

The childminder has a secure understanding of her role in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She understands how to keep children safe and knows what to do if concerns emerge about a child. The childminder ensures her first-aid training is kept current and attends safeguarding training ensuring she can respond immediately and appropriately to any child's needs. Children are kept safe because the childminder conducts risk assessments and ensures she supervises them at all times. Risks are effectively managed around the home and when children are taken out into the community. All household members have undergone the required vetting checks to confirm their suitability to be in contact with children. The childminder has implemented a good range of policies and procedures and uses these to underpin her practice.

The childminder has worked hard since the last inspection to make improvements to how she communicates with other early years educators the children share care with. The impact on children's learning is positive as a more consistent approach to supporting their learning has developed. Self-evaluation of the childminder's practice highlights her strengths well and identifies areas for further development. Therefore, the recommendation made at inspection was expected and the childminder already has ideas how to make improvements. Children's progress is good and is supported well because the childminder has an early years qualification at level 3 and a good knowledge of the educational programmes and how young children learn. Children are keen to engage in learning, encouraged by a childminder who plans a range of interesting activities, but can be spontaneous and follow the children's lead.

The childminder has positive relationships with parents. She shares constant information

about children's routines and progress with them, both when they start and all through their attendance with her. Parents provided feedback for the inspection and one was available to speak with. All were extremely positive about her communication with them and their children's progress while in her care. One stated 'I would not put my child's care in anyone else's hands'. The childminder fully recognises the importance of liaising with other settings who also deliver the Early Years Foundation Stage and has effective systems in place to achieve this with other settings that the children attend. This helps to ensure that children receive consistency and continuity in their learning, and positive support when they begin at other settings and eventually go to school.

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	208937
Local authority	Lincolnshire
Inspection number	865581
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	19/11/2009
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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