

Inspection date	11/12/2014
Previous inspection date	30/11/2011

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

- Children make good progress in their learning and development because the childminder is a good teacher. She provides children with a wide range of fun activities which support their learning well.
- Children are safe when they are with the childminder. She conducts regular safety checks in her home and before going on any outings. This means that she is well prepared to deal with any eventuality to protect children.
- The childminder works in very close partnership with parents and carers. She also offers a warm welcome to children's extended family members. This promotes children's care and well-being to a high standard.
- Children's personal, social and emotional development is fostered by the childminder. She is a kind and caring person and children become very attached to her. As a result, children feel a strong sense of security when they are in her care.

It is not yet outstanding because

- The childminder has not yet fully implemented a targeted programme of professional development to ensure that the good-quality care and learning provided continue to be enhanced further so that children make the best possible progress.

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 lounge/dining room.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
The inspector looked at a range of records including children's details, learning information, written policies, self-evaluation form and a selection of other documents.
- The inspector checked evidence of all household member's suitability and the qualifications of the childminder.
- The inspector took into account the views of parents provided through written documentation.

Inspector

Clare Johnson

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 teenage child in a house in Skegness, Lincolnshire. The childminder cares for children all year round, Monday to Friday, from 7.30am until 5.30pm, with the exception of bank holidays and family holidays. She uses the whole of the ground floor of her home for childminding and this comprises of a living/dining room, kitchen and toilet. There is an enclosed garden available for outside play. The childminder has a bearded dragon, a snake and two kittens as pets. There are currently 13 children on roll, four of whom are in the early years age range and attend for a variety of sessions. The childminder cares for children before and after school as well as during the day. She takes the children out and about in the local area on a daily basis to the woods, the park and on the school run. The childminder is a member of the Professional Association for Childcare and Early Years. She has an early years qualification at level 2.

What the setting needs to do to improve further

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

- implement a more targeted programme of professional development to ensure it is focused on developing practice to an outstanding level so that children's care and learning experiences are enhanced even further.

Inspection judgements

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

Children make good progress in their learning and development. This is because the childminder has a good understanding of child development and how children learn. Teaching is effective because she bases activities on her knowledge of the children's individual interests and learning needs. This ensures children enjoy learning that is relevant to them and as a result, they make good progress. The childminder observes the children and assesses their progress well. She ensures all areas of learning are covered and provides a balance of learning in the prime and specific areas. The childminder is a playful practitioner who makes learning fun. For example, she plays a game of 'peek a boo' with children and they find this hilarious as they hide behind the wall and peek out. The childminder spends her time sitting on the floor with children, directly interacting with them. Children respond very well to this and enjoy their play.

Children enjoy the range of toys available to them and are confident to make choices in their play. The childminder offers children a good range of fun activities and adapts these to meet their individual needs. She recognises the need to be flexible due to children's changing interests and moods. For example, she had planned an activity for children to

make Christmas cards as this linked in with her current theme and their interests in creative, messy play. She noticed children were feeling a bit tired and so changed what she was doing and played quieter games with them. As a result, children's needs were met because the childminder offered them the creative activity at a more appropriate time. Children's early literacy is supported well as they have access to a wide range of books. Their communication and language is supported because they hear a wide range of vocabulary and have many opportunities to speak. The childminder praises children highly when they say a new word or a word they can already say, in a clearer voice. She mimics their language, repeating and reaffirming what children are saying. During play the childminder asks children a wide range of questions to stimulate their thinking skills.

The childminder works in close partnership with parents regarding children's learning. Parents comment that they are very happy with the progress their children are making with the childminder and are pleased with how she shares information about their progress. The childminder has made links with the local school in preparation for when children start there and to support those children she minds who are currently in reception class. Children are prepared academically for when they start school because they are making good progress in all areas of learning. The childminder understands the requirement to undertake the progress check for children between the ages of two and three years. She conducts this check in close conjunction with parents so all parties are well informed about any emerging gaps in learning and work together to address these.

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

Children's well-being is promoted well. They form very close bonds with the childminder and this gives them a sense of security and belonging. The childminder spends time getting to know children and their families so she can meet their individual needs. She values extended families highly and this ensures children's experiences are very positive. Many children and families have been using the childminder's services for many years now. Even children who have moved on still come for visits. Children receive lots of cuddles from the childminder and she regularly tells them how much she cares for them. This ensures children feel secure with her and boosts their feelings of self-worth. Children behave very well when they are with the childminder; she is a very good role model for children's behaviour. She is calm and promotes a positive atmosphere, which is conducive to good behaviour. Children's personal, social and emotional development is fostered well. This ensures children are emotionally well prepared for when they start school.

Children's health is promoted well as, for example, they enjoy healthy snacks and meals. They have daily opportunities for fresh air and physical activity when they go to explore the woods with the childminder. Children's personal care needs are met well by the childminder. She works closely with parents regarding their routines, such as, sleeping, nappy changing and eating. This ensures each child has their individual needs met. The childminder ensures that any children who are infectious do not attend, to protect everyone in her care. Children learn how to move safely around the childminder's home. They are confident in their surroundings and independently access toys and activities of their choosing. Children learn how to care for animals as they interact with the childminder's two kittens. The childminder reminds children to stroke the kittens very

gently. Children show real care for the kittens and the discussions that follow support children's learning about animals and the natural world.

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

Children are safeguarded by the childminder as she is fully aware of her responsibilities regarding child protection. She knows the signs and symptoms of abuse to be alert for and is clear on the procedures to follow should she have any concerns about a child in her care. The childminder ensures all household members are vetted to establish their suitability. She has implemented a wide range of suitable policies and procedures, which she shares with parents so they are well informed about the running of the provision. These policies and procedures are used effectively to underpin her practice. Children are safe when they are with the childminder. She conducts daily, weekly and monthly safety checks around her home and garden, which ensures a hazard free environment. Before leaving her home with children, she checks to ensure she has a well-stocked bag of emergency supplies. This ensures she is well prepared for any eventuality when out and about.

The childminder is good at monitoring the educational programmes and children's progress. She has identified training that will support her teaching practice further, however, due to a combination of factors including the lack of training available in the local area, she has not attended any training for some time. The childminder has been registered for years and has attended many training courses in the past and has a childcare qualification at level 2. However, she has not yet fully implemented a targeted programme of continuous professional development to constantly improve her practice. The training she has completed in the past and her wealth of experience has a positive impact because the quality of teaching is good. The childminder reflects on her practice and identifies areas for improvement through self-evaluation.

The childminder works in very close partnership with parents and carers for the benefit of the children she cares for. She regularly seeks parents' views on the service she provides. She informed all parents that she was due to be inspected and many chose to write letters to the inspector. These letters were glowing testimonials of the childminder and how happy parents are with the care and education she offers their children. The childminder has also made close links with other local childminders and the local school. She has a very positive approach to partnership working, which has a significant impact on her ability to meet children's needs and promote their consistently good progress.

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	257405
Local authority	Lincolnshire
Inspection number	867080
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	30/11/2011
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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