

Inspection date	07/01/2015
Previous inspection date	05/01/2011

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

- The childminder has a secure understanding of her roles and responsibilities, and follows effective procedures to protect children because she regularly completes child protection training.
- The childminder has a secure understanding of planning and assessment, which ensures children are provided with a quality range of activities and experiences to enhance their all round development. As a result, children make good progress in their learning and development.
- Parents are kept updated about their child's progress. This is because the childminder understands the importance of ensuring effective communication is maintained with them.
- Children are happy, settled and behave well. They form warm attachments with the childminder.

It is not yet outstanding because

- On occasions, children are not offered the highest level of challenge to support their independence skills during some art and craft 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 spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector took into account the views of parents and carers.
- The inspector looked at children's records, children's development records and a range of other documentation.
- The inspector checked evidence of the suitability of all household members, and the childminder's qualifications, and discussed the childminder's self-evaluation.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children in a house in Grantham, Lincolnshire. The whole of the ground floor and the enclosed rear garden are used for childminding. The family has goldfish as pets. The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools. There are currently three children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates term time only from 7.30am to 5.30pm, on a Tuesday and Wednesday. The childminder 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:

- strengthen the teaching during adult-led activities so that children are consistently offered the highest level of challenge so that they make significant gains in their learning and independence skills.

Inspection judgements

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

The quality of teaching is good. This is because the childminder has a secure understanding of planning and assessment, which ensures children are provided with a quality range of activities and experiences to enhance their all round development. She gathers very useful information from parents from the start, which enables her to inform the future planning of activities based on each child's starting points. This also helps children settle quickly into her care, because she provides activities and toys that she knows they enjoy playing with. Regular observations and assessments are completed effectively and shared with parents. She records these in children's individual 'tracker' files and links them closely to the areas of learning. Clearly identified next steps in learning are in place to support children's learning and development successfully. As a result, children make good progress in their learning and development.

Sensitive suggestions are discussed with parents to support their child's learning at home. For example, to support children in their social skills, parents are encouraged to attend groups where more children attend. This helps build children's confidence when preparing to attend nursery or pre-school. The childminder complements this by also attending toddler groups with the children to maximise their learning opportunities. The childminder has a clear understanding of the importance of children gaining a good range of skills to ensure their readiness for school when the time comes. For example, she ensures activities are available for making marks, forming letters and reading books together,

which support children in their literacy skills.

Children initiate their own play and enjoy painting. The childminder responds positively and enthusiastically, supporting the children's interest. Children know where to paint and quickly move into the kitchen. However, children are not offered the highest level of challenge to support their independence skills during the activity. This is because the childminder selects some paints and squeezes the paint out on the paper plates rather than encouraging the children to have a go, and maximise their learning and independence skills. Children are otherwise absorbed in the activity. They make marks with paint brushes and use their imagination well while comfortably describing what they have painted, such as bananas. Children go on to paint pictures of their 'mummy', clearly forming bodies, arm and legs with finer details, such as, the eyes and a smiling mouth. The childminder engages in conversation asking open questions, which entices children to describe even more detail as children use their communication and language skills very well. The childminder skilfully extends the activity and draws children's attention to healthy eating. They talk about what they would like on their plate, such as, chicken, roast beef, peas and yoghurt. Children have good concentration skills while attempting to complete five and six piece puzzles. The childminder uses her teaching skills effectively to support children by talking to them about matching up shapes and patterns, and praises and encourages them throughout the task. Children persevere with the task and complete the puzzle, feeling very proud of their achievement.

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

The childminder is a good role model and offers effective teaching skills, which supports their all round learning and development. The childminder understands the importance of communicating with parents from the start to gather useful information about their child's comforters and general personal needs and routines. She sensitively provides activities to help children settle and move on to the next stage in their learning, such as to pre-school. The childminder ensures parents remain updated about their child's progress and uses effective methods of communication, such as, a 'daily diary' book, for parents to contribute their news and events about their child from home.

Children are offered a good range of activities, toys and resources, which engages their curiosity and exploration. Toys and resources are maintained well and are age appropriate for the children in attendance. The childminder successfully uses areas of the home to support children's needs, such as, the kitchen, which is used for messy play and meal times. Children regularly spend time outside enjoying the fresh air while exercising. They use the various areas of the garden well, because the childminder successfully risk assesses each area to ensure children remain safe while spending time playing and exploring. Mealtimes are a social event and promote children's health. Furthermore, drinks are easily accessible for children to independently access, because the childminder ensures they are placed on low-level surfaces for children to reach by themselves.

The childminder creates a safe, welcoming and relaxing environment where she successfully nurtures children's emotional well-being. Children form warm attachments with the childminder who is kind and caring. As a result, they are happy and settled. Their

behaviour is good. The childminder regularly uses positive words of encouragement and praise, which helps children feel good about themselves. This is because the childminder ensures that children do not get bored and respects their individual interests.

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

The childminder has a secure knowledge and understanding of her role and responsibility to protect children. She regularly completes child protection training to ensure she is confident and knowledgeable about what to do should she have any concerns regarding a child in her care. The childminder ensures that Disclosure and Barring Service checks for all relevant individuals have been successfully completed. Risk assessments are robust and ensure that all areas where children have access to in the home and garden, are safe and suitable. Risk assessments for outings are also robust, which promotes children's safety. The childminder supervises children effectively and ensures that they are never left alone with anyone who is not suitable. A good range of well-written policies and procedures successfully underpins the smooth running of the service the childminder provides. The childminder ensures that parents are familiar with all policies and procedures, because she shares the written policy file with them as well as engaging in conversation about the procedures. Records are accurately maintained, held securely and shared in a confidential way. Furthermore, the childminder understands the importance of sharing records and information in a confidential and secure way in order to protect children.

The childminder understands the importance of having effective partnerships with parents and other professionals involved with the child. Parents are offered a good range of information about how their children will be looked after while the childminder offers flexible settling-in times and sessions. Furthermore, the childminder works flexibly with parents to assist in the smooth move from home to her care and then on to pre-school. She helps parents keep up to date with their child's progress and how their overall needs are met, by using effective methods of communication. Parents write about the positive service the childminder provides. They say that they value her skills and her calm approach to caring for children and implementing effective teaching skills to support their child's progress.

The childminder regularly reflects on the service she provides to ensure the outcomes for children continue to improve. She watches how children play with the activities and how quickly they make progress in their learning and development. She uses this information as a way to monitor the educational programmes effectively. She completes regular training and this benefits the children. For example, the childminder ensures she maintains a current paediatric first-aid qualification, to ensure she provides a quick and appropriate response should a child have an accident. Furthermore, she understands and values parents' input and takes on board their ideas and suggestions to make improvements.

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	EY403036
Local authority	Lincolnshire
Inspection number	850478
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	05/01/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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