

Inspection date	03/11/2014
Previous inspection date	19/06/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 are confident, active learners and show increasing levels of independence and skill as they access the good range of activities and resources in the setting. Good quality teaching makes a significant contribution towards children making good progress in their learning and development.
- The childminder reflects on her practice and identifies areas for improvement in order to improve outcomes for children.
- Children feel secure because the childminder provides a safe environment. These feelings of security also mean that children's emotional well-being is supported successfully.

It is not yet outstanding because

- There is room to develop the partnership with parents further so that they are better informed about their children's next steps of learning and can share more information about their child's learning and development at home.

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 main play area.
- The inspector sampled the childminder's policies and procedures.
- The inspector took account of parents' comments.
- The inspector discussed the childminder's observations, assessment and planning.
- The inspector conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder, and her assistant, and discussed self-evaluation and improvement plans.

Inspector

Karen Tyas

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with an assistant. The childminder lives with her husband and two children in Keelby, Lincolnshire. All areas of the home are used for childminding purposes. There is an enclosed garden suitable for outdoor play. A shop, library, park, school and playgroup are within walking distance. The family keeps tortoises and a cat as pets. Currently, the childminder cares for 15 children, of whom six are in the early years range. Children attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years. The childminding provision operates all year round, from 7.15am to 6.15pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- devise even better ways to share information with parents so that they are consistently informed of their children's planned next steps in learning and what can be done at home, in order to support children's learning and development.

Inspection judgements

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

Children are acquiring the skills they need in order to be ready for school. For example, they listen carefully and develop their independence as they learn to dress themselves, use the toilet unaided and follow simple instructions. Some younger children exceed their expected stage of development in areas, such as self-care. As a result, children are well prepared for transitions in their lives, such as starting school. The childminder talks to children as they explore activities, which supports communication and social skills. She is a good role model and promotes language development by asking questions and demonstrating how to pronounce words. The childminder understands how to complete the progress check for children between the ages of two and three years, which supports any need for early intervention and the development needs of children. Information is continually shared with parents through daily discussions and when children's individual daily diaries are sent home. However, the childminder has not yet implemented highly successful strategies in order to give parents information about their children's next steps of learning and what can be done to support children's learning at home. This means that opportunities for parents to contribute to their children's learning and development are not always maximised.

Children are happy and busy at the setting. For example, young children demonstrate excitement when they clap and smile as they pour water from jugs into toy cups. Young

children repeat language used by the childminder as they describe the activity and sensations, such as 'water' and 'all wet'. The childminder has high expectations of children, based on accurate assessment of their prior knowledge, skills and understanding. She demonstrates a good knowledge of the different ways that children learn and plans activities to support their individual likes, interests and learning styles. This ensures that where children's starting points are below expected levels of development, they are improving consistently and any gaps are closing. The childminder makes systematic observations and assessments of each child's achievements. She uses this information to comprehensively identify learning priorities and plan relevant and motivating learning experiences for each child across all the areas of learning. The childminder tracks children's progress to ensure their stages of development are monitored effectively. This ensures that children make good progress in relation to their starting points.

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

Children settle well in the setting because the childminder uses information from parents to help them feel secure when they first start attending. She maintains a daily structure that children are familiar with and demonstrates flexibility in her settling-in procedure. For example, the childminder adopts the same routines as young children have at home. This ensures consistency and continuity between settings and provides reassurance for children, supporting their emotional well-being. The childminder supports children's all-round development and emotional well-being by providing a broad array of toys and activities that promote confidence and self-motivation.

Children's emotional and physical well-being is promoted when the childminder comforts them with cuddles and reassuring words. The childminder offers children the freedom to explore and investigate the setting and resources. This means that children's self-confidence is promoted and they are emotionally prepared for the next stage in their learning. Children appear content as they smile and interact with the childminder. For example, they enjoy playing with a buckle fastening as the childminder supervises and talks about the activity. The childminder supports children's efforts to achieve when she praises them and encourages them. This means that they are able to form secure relationships with her. She provides clear guidance for children about what is acceptable behaviour. She also talks to them about the similarities and differences between people. As a result, children behave well and learn to respect and tolerate diversity.

Children are independent because the childminder supports them when she offers choices and recognises achievement. This reassures children and promotes self-esteem. The childminder ensures that children have access to a wide range of indoor and outdoor equipment and resources that promote physical activity. For example, children play with various games, a toy kitchen and craft equipment. They enjoy walks to the local parks and visit the beach. Children also benefit from opportunities to play in the rear garden, where they enjoy using bikes, a trampoline and an inflatable castle. Children have access to fresh fruit and other healthy snacks. As a result, they develop a good understanding about why it is important to have physical exercise and a healthy diet. The childminder encourages children to wash their hands before lunch and talks about mopping up water spillages.

This supports children's understanding of how to keep themselves and others safe within the setting.

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

The childminder has made significant, positive changes within the setting since the last inspection, demonstrating a commitment to self-improvement. For example, she reflects on her practice and can identify areas for further improvement. She has recently completed training to enhance her knowledge of self-evaluation and uses comments, made by parents, to help develop her plans for improvement. This demonstrates a capacity for sustained improvement. The childminder shows a comprehensive understanding of her responsibilities to monitor and plan for children's progress. She can explain how to support children of all ages, who may need extra support, to make the best progress across all areas of learning. For example, children's individual files show regular assessments are made of their achievements and that any gaps in learning are closing. The childminder works in partnership with other professionals. She understands the importance of sharing information in order to identify all children's needs and help them to make progress. She maintains links with the local playgroup, so as to enhance children's learning opportunities and support them when they move between settings. This ensures a consistent approach towards caring for all children. Both the childminder and her assistant complete all mandatory training, in order to comply with statutory requirements. The childminder's assistant has also completed additional training, such as fire and home safety, so as to be able to help keep children safe. Children benefit from up-dated knowledge that informs practice and positively enhances the quality of the childminder's teaching.

The childminder conducts regular fire drills that include all children. This helps to protect children from harm and helps them develop an understanding of how to keep themselves safe. The childminder demonstrates a robust understanding of safeguarding children and child protection procedures. She is aware of the signs and symptoms of abuse and is knowledgeable about the procedures to follow if she suspects a child may be suffering from, or likely to suffer from, abuse. The childminder explains the procedure to follow, and who to notify, in the event of an allegation being made against her. This ensures children are protected from harm. The childminder identifies and minimises potential risks within the indoor and outdoor environments, along with any outings she may take children on. As a result, children are safe in her care. The childminder keeps first-aid kits within the premises and also carries one with her when going on outings. This ensures that she is suitably prepared to deal with minor accidents and emergencies if they occur. The childminder has a range of policies and procedures that she knows well and shares with parents. She understands the value of parental contributions and uses their comments to enhance her practice.

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	208897
Local authority	Lincolnshire
Inspection number	980903
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	19/06/2014
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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