

Inspection date	28/08/2014
Previous inspection date	31/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 demonstrates a clear understanding of her responsibility to keep children safe as she routinely updates her child protection and safeguarding training and is vigilant about their welfare.
- The childminder offers children good quality teaching, supporting their developing speech by clearly saying new words, using humour and offering them plentiful opportunities to practise using them in their play.
- The childminder understands the value to children of working in partnership with parents and other early years providers to enhance the consistency in their experience, and help them make good progress in their learning.
- The childminder has a good understanding of child development and interacts with children in a caring, firm and inclusive way, helping them build warm, trusting relationships with her, which means they feel happy and secure.

It is not yet outstanding because

- The childminder does not always make the very best use of the information gained from parents on entry, to help her to further enrich the planning for children's future learning needs.

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 home and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documents,
- suitability evidence for all adults living in the home and a range of other documents, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the childminder's self-evaluation form as provided via email to the inspector.

Inspector

Deborah Hunt

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Market Deeping, Cambridgeshire, with her husband and two children aged 18 and 16 years. The whole of the childminder's home is used for childminding, with a toilet on the ground floor and an enclosed rear garden available for children's outdoor play. The childminder attends a toddler group and activities at the local children's centre. She visits the library, 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 five are in the early years age group and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and the Market Deeping Childminding Group.

What the setting needs to do to improve further

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

- enhance the use of the information gathered from parents about children's learning and development on entry to the setting in order to further enrich the planning process.

Inspection judgements

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

The childminder uses her good teaching skills capably to interest children in a wide range of activities. She takes account of their preferences and by carefully observing them as they play, ensures that they play with a variety of resources, which offer them an enthusiasm for learning. She also uses these observations to gauge children's progress. The childminder collects information from parents about children's needs and interests before they begin attending. However, she does not always make the very best use of the information gained from parents on entry, to help her to further enrich the planning for children's future learning needs. The childminder speaks to children's parents each day about their activities and well-being and, through the use of a daily diary parents are kept well-informed about their children's progress. The progress check for children between the ages of two and three years is completed and is shared with parents, who receive their own copy. Additionally, they routinely see children's learning journals and contribute their comments. They and the childminder share helpful information and ideas to support children's learning at home.

Children are offered an enjoyable range of activities to support their development across each area of learning. They concentrate well as they explore the differences between

cooked and uncooked spaghetti, learning new vocabulary as the childminder models words, such as, 'straight', 'hard' and 'soft'. She uses the activity well to show children the initial letter of their name, to learn shape names as she creates a circle and to taste the pasta. Children frequently benefit from multi-faceted learning opportunities, such as this, which promotes their effective progress. The childminder rotates the use of her extensive range of resources, making them easily accessible to children. She sits with them, allowing them to explore equipment and solve simple problems, and offers them guidance and support to extend activities. The childminder helps children develop early literacy skills as they visit the library weekly, selecting books, which they take home with them and as she reads with them daily. For example, she and children enjoy exploring the box of books, enjoying this inclusive, quiet activity as they snuggle up together. They share stories and interact together naming new words, counting and learning how to handle books correctly. Children dance and sing, performing actions to well-known songs, and the childminder helps young children join in supporting them well, while singing favourite nursery rhymes. Children are encouraged to seek their own solutions to simple problems. For example, they complete inset puzzles, and learn useful problem-solving techniques as they turn pieces round and try them in different places until they fit.

Children use the available space in the childminder's home well, confidently seeking out activities of their choosing. For example, they explore the play farm and become engrossed dressing and feeding their baby dolls. The childminder relates young children's play to important events in their lives, as she shows them how to feed and cuddle their baby just like mummy does for their new sibling. They copy her developing useful skills for the future. A good range of construction toys, colour and shape sorting sets help children to develop their mathematics and building skills. The childminder teaches children to communicate well through friendly, relaxed, two-way conversations and injects humour into their interactions. For example, when playing with a shape sorter children learn about number, shape and colour and they giggle together as she tells them 'blue, blue, I love you' helping them learn colour names. Children with special educational needs and/or disabilities receive sensitive, supportive care and learning. The childminder works closely with their parents, and any external professionals involved, completing action plans in support of their progress. The childminder ensures that children are offered plentiful opportunities to learn about their local area and the wider world. They enjoy new experiences as they take bus rides to nearby market towns, where they visit the market and feed the ducks and make horse head masks for Chinese New Year. The range and variety offered within the educational programme builds their confidence and supports the next stage of their learning.

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

Children are supported to make the transition from home into the childminder's care as she works with individual families to ensure this is handled sensitively. Parents make settling-in visits to suit their child's specific needs, and the childminder likes children to feel a part of her family during their time with her. This enables them to make a successful transition into her care and they quickly become confident learners. The childminder uses child-centred ways of helping them feel welcome, such as giving each child a nickname, and linking their names to animals starting with the same letter, helping

them learn at the same time. This means children feel secure, content and they learn and play happily. The childminder works closely with parents to find out about children's health and dietary needs and keeps them appropriately informed about any accidents. Children behave well as the childminder applies consistent boundaries, is firm and fair in her approach and positively encourages children to manage difficult feelings. They enjoy outings to toddler groups, visit the local parks and spend time with other childminder's children, which help them learn to interact positively with others.

The childminder organises her home and resources well so that children can independently access activities and follow their own interests. She also encourages independence in their thoughts and actions, for example, as she asks a young child if they can get the nappy changing mat out for her. Through careful observation of younger children and discussion with older children, the childminder plans activities to suit their needs. Children access a wide range of easily accessible, age-appropriate resources to support their play and reflect their interests. As a result, their independence and enthusiasm for learning is promoted well, which prepares them well for their future learning.

The childminder talks with parents about children's individual dietary needs and encourages children to eat healthily. She liaises with parents to ensure they provide children with healthy packed lunches and snacks that take account of their preferences. Children are offered good opportunities to learn about healthy eating through activities carried out. For example, they participate in cookery activities with the childminder as they cook birthday cakes for one another and have fun making cookies. During these activities they discuss the fact that sweet foods are fine as treats and learn about how to make healthy food choices. All children benefit from daily exercise and make regular visits to local parks, where they enjoy the challenges of larger play equipment in the fresh air. They also visit local shops. This helps them learn that being active contributes towards developing a healthy lifestyle and effectively promotes their physical development. The childminder helps children learn to keep themselves safe. For example, children are taught to hold onto the buggy when out and about, and learn to tidy away when they have lots of toys out to keep themselves and others safe from the risk of harm.

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

The childminder has a good understanding of the procedures to follow should she have any concerns regarding a child in her care. She routinely updates her safeguarding and child protection training to ensure her knowledge remains up to date. Her written procedures are detailed and thorough, including information on the use of mobiles and cameras within her setting and her responsibilities regarding data protection. The childminder continues to take a conscientious approach to risk assessment carrying out daily checks of the home and garden. This ensures children arrive to play in a safe, clean and well maintained environment and resources are safe and of good quality. As a result, children's welfare and safety is promoted well. The childminder keeps all required documentation neatly organised, enabling her to meet the legal requirements. She conscientiously maintains her records, to ensure that she is able to effectively support children's care and learning.

The childminder does not use a written self-evaluation tool, preferring to assess the quality of her practice through ongoing reflection following each activity. This has enabled her to evaluate the service she offers. Children's views are taken account of through observation and discussion, and parental views are sought verbally and through the use of bi-annual questionnaires. Each year, the childminder looks at her practice and the children in her care to decide on improvements to her practice. She has decided on future training needs, demonstrating her commitment to improving the quality of her provision. Since her last inspection she has worked closely with other professionals to meet the recommendations set and improve the quality of the service she offers. For example, she has undertaken safeguarding training and improved the detail in require documentation recording, as well as undertaking training in the Early Years Foundation Stage learning and development requirements and in observations, assessments and planning. This demonstrates her commitment to ensuring that all children in her care make good progress in their learning. The childminder has also improved the way she documents children's learning experiences, enabling her to monitor and assess their development as they progress towards the end of the Early Years Foundation Stage.

The childminder has long-standing links with the local pre-school and school. For example, she talks to teachers to find out about children's learning needs, enabling her to provide consistent learning experiences. She shares learning information with other settings children attend and requests details from them too. The childminder keeps parents well informed about children's activities, through daily verbal feedback, and the exchange of comments in the daily diary. She works flexibly with parents to meet individual family's needs. Parents are complimentary about the childminder, saying that children 'love their time with you and are made to feel like one of the family'. They appreciate the range of activities offered and comment that the daily diary and learning journals offer them very thorough information. Their overall feeling is that children 'thrive in the childminder's care'.

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	209277
Local authority	Lincolnshire
Inspection number	876298
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	31/01/2011
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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