

Inspection date	25/09/2014
Previous inspection date	10/12/2010

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has good teaching skills and a good understanding of the Early Years Foundation Stage. She plans purposeful play, a balance of activities that cover the seven areas of learning and which take account of each child's interests and learning styles.
- Children develop positive relationships with the childminder, which help them to feel secure and confident in her home. This results in them having their individual needs met.
- Partnerships with parents with regards to involvement in their children's learning, are well established and as a result, children's progress is celebrated and their next steps in learning are identified together.
- Children are safe because the childminder keeps them under close supervision during their play. She also takes steps to assess and minimise risks to children in the physical environment.

It is not yet good because

- The childminder does not seek written permission from parents before administering any medication to the children in her care.
- There are fewer opportunities for children to develop their understanding about sounds and letters, to best support their early communication, language and literacy development.

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 playroom and the dining area.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at convenient times throughout the inspection.
- The inspector looked at children's assessment records and discussed the childminder's planning.
- The inspector took account of the views of parents from information included in the childminder's questionnaires and other documentation.

Inspector

Melanie Eastwell

Full report

Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged seven years in Barton Seagrave, near Kettering in Northamptonshire. Most of the ground floor of the house and the enclosed back garden is used for childminding. The family has a rabbit. She takes children to and collects them from a school in Kettering. The childminder has an early years qualification at level 3 and she operates a toddler group in the local area. There are currently seven children on roll, four of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She supports children who speak English as an additional language. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that written permission is obtained from parents before any medication is administered to a child and keep a written record of each instance of this.

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

- provide even more opportunities for children to develop their understanding of how to link sounds and letters and to recognise that print carries meaning. For example, by offering children activities where they can recognise the letters in their name and the sounds they make.

Inspection judgements

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

Children are happy and confident in the childminder's home. They benefit from the time she spends teaching them during their activities. For example, she joins in with a flash card game the children ask for. She gives lots of praise when children are able to name the pictures on the cards and extends the conversation further through linking the picture on the card to children's experience. For example, she comments about daddy's van when they look at a picture of a van. Children become fully engaged in the activity and the childminder is skilled at involving everyone present. Younger children are supported because she shows them cards of familiar items and they repeat the name of the item. They join in with actions that are linked to the words such as, twirling their hands around as the childminder says that the windmill's sails go 'round and round'. Children's

vocabulary and confidence to speak are increasing through this activity. For example, the childminder emphasises the letter at the beginning of a word and points out that the letter is the same as at the beginning of the child's name. The childminder knows each child very well and plans activities she knows they enjoy. She ably supports children who speak English as an additional language. She works closely with their parents and picks up some words in the child's home language. Her positive interaction and the time she spends playing with children enables them to learn English and develop their self-confidence rapidly. However, there is scope for the childminder to further extend children's awareness of how sounds and letters link together and their understanding of text having meaning.

When children start attending the childminder observes them during their play with a variety of resources and uses these initial observations alongside information from their parents about their interests and progress at home to identify their starting points. She plans according to children's interests, allowing them to lead the play and continues to make observations, using the guidance documents to inform the identification of their unique next steps in learning. Children's progress is evident through the observations and photographs the childminder completes during their play. These observations are linked to the relevant areas of learning. She makes good use of the progress check for children aged between two and three years to plan for these younger children's next steps in learning. The childminder values input from parents on an ongoing basis and this close working partnership results in children receiving a consistent approach to their care and learning.

Children are helped to be ready for the move in to school when the time comes because the childminder provides them with a wide range of activities that promote all the areas of learning. All children are keen to take part in the activities and show a real enthusiasm because they become fully engaged in what they are doing. For example, the childminder points out to children a squirrel that comes into the garden to find nuts on the bird table. Toddlers watch with fascination as the squirrel scampers along the fence and disappears. They wait for it to return and watch and the family rabbit hops around on the grass. The children call out to the childminder when the squirrel returns. This demonstrates that they are truly interested in what they are seeing outside. The childminder knows that children enjoy playing outside and has recently involved them in a game where they had to find a number of hidden stones. The children enjoyed this, which has prompted the childminder to extend it further by planning a treasure hunt in the garden that involves picture clues. During an activity with stacking cups and small toy animals, the childminder recalls this finding activity and involves children in looking for the toy that she hides under one of the cups and mixes them up. She recognises that this is developing children's observation skills and their concentration.

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

Children clearly demonstrate that they feel confident in the childminder's home. They know where to put their shoes when they arrive and quickly settle to play with their choice of activities. They initiate conversations with her and enjoy her positive interactions in

their play. Children thoroughly enjoy the childminder's involvement in their play and they laugh together at jokes they make. They listen to her when she explains about the expectations for behaviour and respond to her requests for them to share and to think of others. Children behave well because they are learning to understand the boundaries that are in place for safety. This is also because they are provided with an interesting range of activities, which promote their curiosity and learning. The childminder works closely with children's parents from the outset. She seeks information about their care routines and provides parents with daily feedback about how their child has been. She works individually with each family to plan how the child will settle in. The ongoing daily discussions mean that children's individual needs are met and that any required changes are discussed and decided upon together.

Children are learning about healthy lifestyles because they take part in lots of outside play activities. Then childminder makes regular visits to country parks where children have space to run around and explore. The children sit together for their meals and snacks, all of which are provided by their parents. The childminder ensures that items are stored correctly in order to maintain freshness. The children do not become thirsty because they are offered regular drinks during the day. They know the routines for washing their hands before eating and they talk enthusiastically with the childminder about the food they have to eat. Children are supported to become independent. For example, older children take the lid from their yoghurt and toddlers are encouraged to manage their spoon themselves. However, the procedures for always ensuring children's health needs in relation to administering medication are met, are not sufficiently secure because the childminder does not seek written permission from parents before administering any medication.

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

The childminder has some understanding of how to safeguard children in her care. She has recently completed a safeguarding training course, which has resulted in her being well versed in what to do should she have concerns about a child. She keeps children well supervised during their play and activities, which contributes to their safety. She holds a current first-aid certificate, assesses the risks in her home and takes steps to reduce any hazards. For example, she has a safety gate in place across the kitchen door. The childminder talks to parents about any medication that is required to be administered to children in her care. This is in relation to the time and dosage. However, she does not obtain written consent for any medication before administering it to children. This is a breach of both the safeguarding and welfare requirements of the Early Years Foundation Stage and the Childcare Register requirements.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She plans for children according to their individual interests and identified next steps in learning. She is skilled at linking activities together in order to support children's ongoing progress and she demonstrates strong teaching skills. She holds a level 3 qualification and recognises that this has helped her to develop her

confidence in the planning of activities and how to assess children's learning. The childminder works in partnership with parents to ensure they are fully involved in their child's learning and are aware of their child's achievements. She also works with other providers of the Early Years Foundation Stage who are involved with the children, which results in a consistent approach in relation to children's activities and topics.

The childminder reflects on her activity with children and evaluates the success of the activities she provides for them. She demonstrates a capacity to continue to improve her service. For example, she has taken action to address the issues raised at the previous inspection and she keeps her knowledge up to date through attending training courses, such as safeguarding. She identifies some well-targeted plans for the future. For example, continuing to develop her knowledge of how to support children who speak English as an additional language.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep written records of any medicine that is administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- keep written records of any medicine that is administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register).

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	220764
Local authority	Northamptonshire
Inspection number	818178
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	10/12/2010
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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