

Inspection date	11/08/2014
Previous inspection date	16/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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 built positive relationships with parents, which encourages them to share information and their views about their children's care and development.
- Children have many opportunities to develop their confidence, physical and social skills through weekly visits to parks, stay-and-play sessions and other groups in the local area.
- The childminder has a good understanding of child protection and provides a safe, secure environment where children enjoy a variety of play experiences. Children are supervised well at all times and the childminder ensures her home is safe by minimising risks. Therefore, children remain safe in her care.

It is not yet good because

- The childminder's understanding of the expectation to focus on the three prime areas of learning, when completing the written summary for the progress check for children between the ages of two and three years, is not secure.
- The childminder does not ensure that she records who has legal responsibility for each child in her care. This is a breach of requirements of the Early Years Register.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed the premises used for childminding, both indoors and outdoors.
- The inspector sampled children's assessment records and the planning documentation, and looked at a selection of policies and procedures, including safeguarding and risk assessments.
- The inspector carried out a joint observation with the childminder and discussed children's learning and development.
- The inspector checked evidence of the suitability and qualifications of the childminder and assistant and the self-evaluation form.
- The inspector talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities both indoors and outdoors.
- The inspector took account of the views of children and parents spoken to on the day and by reading a number of comments on questionnaires and letters given to the childminder.

Inspector

Rachel Howell

Full report

Information about the setting

The childminder was registered in 1984 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in a house in Northampton. The kitchen, utility room, designated playroom and cloakroom on the ground floor and the enclosed rear garden are used for childminding. The family has a pet dog. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder occasionally works with an assistant. There are currently 20 children on roll, 11 of whom are in the early years age group and attend for a variety of sessions. The childminder attends toddler groups, visits local shops, parks and the library regularly. She delivers and collects children to and from the local school and nursery. The childminder receives funding for three- and four-year-old children. She is a member of Northamptonshire Childminding Association.

What the setting needs to do to improve further

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

- ensure that the written summary of the progress check for children between the ages of two and three years, provided for parents, covers all of the three prime areas of learning
- ensure that full information is obtained and recorded about each child, including who has parental responsibility.

Inspection judgements

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

The childminder has a reasonable knowledge of the learning and development requirements of the Early Years Foundation Stage and a suitable understanding of how children learn through play. This knowledge enables her to plan an appropriate range of activities that reflect all areas of learning. Information regarding what children can already do, their likes and interests are sought by the childminder when children first attend. The childminder then uses this information to offer children activities matched to their interests, enabling them to make steady progress linked to their age and abilities. The childminder observes children and assesses their progress. She understands the importance of focusing on the prime areas of learning and development for the youngest children and the role these play in building children's capacity to learn. However, the childminder has not sufficiently ensured the prime areas of learning are covered in the written summary provided for parents. This refers specifically to the progress check for children between the ages of two and three years. As a result, the developmental level and needs of the individual child are not clearly reflected.

Children are happy, secure and enjoy their time with the childminder. They move freely between the interesting resources that are offered to them in the dedicated playroom. Children engage positively in activities that they freely choose for themselves and are confident to go and play with the toys and activities. They concentrate as they role play shopping games or explore imaginatively with the play dough. The childminder uses suitable teaching skills as she joins them in their play and acts as an effective role model and extends their learning. For example, the childminder buys some biscuits with the play coins and supports the children's use of the till and in recognising numbers. This gives children the opportunity to develop their mathematical and social skills and promotes abilities that they will need for the next stages in their learning.

Children's communication and language skills are developed appropriately. The childminder sits on the floor with children to get down to their eye level. She talks freely with children and asks some open-ended questions to encourage them to develop their vocabulary. Children enjoy reading books and demonstrate good listening skills as they show excitement when the childminder sits down to read a story. She also regularly takes children to their local library to further support their interest and appreciation of books. The childminder provides children with a range of opportunities to develop their large muscle control and coordination. For example, children have free access to the garden where they can ride wheeled toys, use the slide and play with mud on the activity table. Regular visits to the local parks ensure that they can experience large climbing equipment to help develop their physical skills. As a result, children are developing the attitudes and abilities, which they will need when they move on to school. The childminder records children's achievements using photographs and written notes about what children gain from activities, in their learning journal folders. She appropriately shares these folders with the children's parents. She speaks with parents daily and shares photographs of children's exploration via text messaging. As a result, parents are kept well informed about activities their children are involved in and the skills that they are acquiring.

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

Children respond well to the childminder who is caring and attentive towards their needs. They have developed warm relationships and are forming secure bonds and attachments with the childminder and her assistant. She obtains useful information from parents about their children's care routines during initial meetings. This enables her to meet children's individual needs and ensure that they are cared for in accordance with parents' wishes. Consequently, the move from home into the childminder's care is as smooth as possible. The childminder effectively supports regular communication between herself and parents through daily discussion, text messaging and the use of written sheets. As a result, children's physical and emotional well-being is well met.

The childminder provides children with a reasonable range of resources to choose from both indoors and outdoors. Children have access to the childminders enclosed garden where they can move about freely and play in the fresh air every day. This allows children to run and climb keeping themselves active. The childminder talks with children about

healthy eating and provides healthy snacks, such as fresh fruit. Children wash their hands before meals, after playing outside in the garden and using the toilet and they demonstrate some understanding of the importance of doing so. As a result, children are learning to become independent in their self-care. The childminder takes children out to places in the local community and attends a variety of stay-and-play groups. This provides children with valuable new experiences and opportunities to interact with other children and adults. This helps them become confident in different social situations, which prepares them well for starting school.

The childminder talks to children about acceptable behaviour and is consistent with her approach to setting boundaries. Overall, children are suitably behaved as they begin to understand about turn taking and sharing resources. The childminder allows children to gain an understanding of taking some risk in their play. For instance, under supervision younger children are encouraged to use the larger slide in the childminder's garden and are reminded to be careful as they climb the steps. In this way, children are positively tackling challenges and developing resilience during their play and exploration.

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

The childminder has a sound understanding of how to deal with child protection concerns and knows the possible signs that a child may be at risk of harm or abuse. Consequently, children are protected from harm. Appropriate policies and procedures are in place to guide the practice of the both the childminder and her assistant and these are shared with parents. The childminder helps to protect children from harm by ensuring her home is safe, clean and well maintained. Risk assessments and daily safety checks are in place for all areas used by children and for any outings. The childminder holds a current paediatric first-aid certificate and ensures medication and accident records are appropriately maintained. She provides a safe and secure environment for children by keeping external doors locked, using safety gates and supervising children closely. However, the childminder does not ensure that she records who has legal responsibility for each child. Consequently, this has an impact on her ability to manage children's safety effectively. This is a breach of the requirements of the Early Years Foundation Stage.

Since the last inspection, the childminder has taken some positive steps to improve her practice. She has amended her system for assessment, so that the information gained from observations is effectively used to inform planning and the next steps in children's learning. The childminder carries out observations and assessments and she has implemented a suitable document to appropriately track children's progress. This helps her to monitor the educational programme, so that children make progress. However, the written summary for the progress check for children aged between two and three years cover the three prime areas of learning. A self-evaluation document has been completed and the childminder has involved parents in this process using questionnaires to gauge their views. The childminder feels this has enabled her to reflect on her provision for children and she has identified some areas for improvement. She shows an appropriate ability to implement changes and suitably develop her practice. The childminder

adequately supervises and monitors the assistant's practice.

Partnerships with parents are sound. The childminder has established warm relationships with parents with regard to children's care, learning and development. Information is shared verbally and in written form with parents daily about their children's day and the care they receive. In addition, the childminder takes pictures as the children play and forwards them onto their parents, so that they can see what they are doing while they are at work. Parents find this very reassuring. Written feedback from parents is effusive and highly complimentary showing they are very happy with care provided. The childminder has built up a working partnership with the other providers that some of the children attend. Consequently, she is able to provide continuity in children's care, learning and development.

The Childcare Register

The requirements for the compulsory 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	220876
Local authority	Northamptonshire
Inspection number	865902
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	16/01/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

