

Inspection date	17/05/2013
Previous inspection date	12/04/2010

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

- Children are happy and very secure in their relationships with the childminder. Therefore, they settle easily and feel very safe and secure in her care.
- The childminder regularly observes the children in their play to assess what they do and their ongoing achievements. This results in the clear identification of children's next steps, which inform future planning and successfully extend the learning opportunities provided for them so they continue to make good progress.
- Positive partnerships are well established between the parents and the childminder because they are proactive in working together to meet children's individual needs and they create a combined approach for extending learning, both in the home and at the childminder's, through the regular exchange of information, learning and progress.

It is not yet outstanding because

- There is scope to extend children's sensory experiences and interest in the natural world, and their awareness of their surroundings and the outside world.
- There is room to increase children's awareness and understanding about the similarities and differences between themselves and others, and among families, communities and traditions.

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 the childminder playing with the children in the kitchen and viewed the resources and equipment available for the children in rear playroom.
The childminder showed the inspector all the areas that children have access to,
- discussed safeguarding arrangements and how she keeps children safe at all times in her home.
- The inspector held discussions with the childminder and the children present at appropriate times throughout the inspection.
- The inspector looked at children's progress records, scrapbooks, policies and procedures, and children's registration forms.
- The inspector viewed questionnaires completed by parents and spoke with one parent during the inspection.
- The inspector looked at the childminder's self-evaluation documents.

Inspector

Carys Millican

Full Report

Information about the setting

The childminder was registered in 1998. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a small holding on the outskirts of Hethersgill, near Carlisle. The whole of the home is registered for childminding. There is an enclosed garden available for outdoor play. The family has two dogs and a cat.

The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- extend further children's opportunities to explore and investigate using their senses by, for example, introducing everyday objects and different textured and natural materials for children to explore and investigate, such as treasure baskets
- increase children's awareness of the difference and diversity of the world around them by providing role play areas with a variety of resources reflecting diversity, celebrating and valuing cultural, religious and community events and experiences, and providing positive images of all children, including those with diverse physical characteristics.

Inspection judgements

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

The childminder has a very good knowledge and understanding of how to promote the learning and development of children. She knows the children attending very well and successfully provides an interesting and stimulating range of activities which cover all aspects of their learning and development. The childminder completes regular observations as children play and assessments are clearly made, which ensures that children's development and learning across all areas is monitored. The careful analysis of observations and children's next steps leads to the childminder setting achievable targets for their future learning. These targets are shared with parents so that a combined

approach in children's learning, both at the childminder's and at home, is successfully achieved. Children's personal information and initial starting points are gathered from parents on registering, and regular meetings are held to discuss children's ongoing progress and achievement. The childminder and parents both contribute to the progress check at age two years and share this record with the health visitor team.

The childminder constantly talks to the children throughout the day. As a result, their language development is well promoted through general conversations and during play activities. The childminder is good at extending children's thinking and constantly promotes their language skills by asking questions. For example, she asks children what they would like to do on arrival and asks them to help by carrying the painting items through to the kitchen. She talks to children to encourage them to develop their speaking skills, for example, she asks them about what they have done over the weekend at home. She listens carefully when children attempt to reply and skilfully repeats words and phrases they may be struggling with.

Children are beginning to learn about colour and to use mathematical concepts of number, shapes, measure and patterns during planned activities. For example, children choose to paint so the childminder introduces several colours on a paint palette and asks the children what colour they would like to paint with first. The children attempt to name the colours, so she reinforces their language by repeating what is said. She builds on this again and again as part of their next steps in their learning. Children are very good at listening and understanding what is said to them, so they follow instructions well. For example, the childminder introduces a number of alternative pattern making objects, for example, a potato, cotton reel and tractor. The children listen to the childminder, who explains how they can be used to make patterns, and they follow the instructions and make different patterns on their paper. Children enjoy the experiences, therefore, they sit for a good length of time. They are motivated to take part because the childminder introduces more and more into the activity. This helps to scaffold learning because they are building on what they already know, enjoy and can do. It also helps with concentration skills, which supports them in their preparation for school.

Children independently help themselves to familiar and favourite resources stored in the playroom. They independently help themselves to a box of blocks and shapes to sort out. First they competently place these quite complicated shapes into the blocks and then they build a tall steady tower on the kitchen floor. The childminder and the children count the number of blocks in the tower and then return them to the box. Children enjoy looking at books. The childminder shows a train character book to the children, who then find the train and engine characters toys and they match them up to the pictures they can see in the book. Children enjoy naming them with the childminder while looking at the story and they cuddle into her while sitting at the table. Children competently use interactive toys. They press the buttons to make things work and listen to the musical sounds they make. Children play with small world toys, such as cars and garages, farm animals and tractors. They use their imagination to re-enact what they know, see and hear on the way to the childminder's home and in the farm yard.

The childminder encourages children to take off their own coats and shoes on arrival and explains how she asks the children to put them on by themselves when they go outdoors.

She constantly praises them and, as a result, young children become more and more confident in their play and learning. The childminder organises other stimulating play activities, such as making things and cooking activities. Evidence of this is seen in each child's scrapbook. Children learn to use different tools to cut and roll out during cooking activities which reinforces their small muscle skills. They engage in outdoor activities, such as growing things and looking after the farm animals. Children enjoy playing in the garden using ride-on toys and playing ball games which promote their physical skills. They can explore the garden and investigate the undergrowth. However, indoors, opportunities for children to examine natural objects or textured materials using their senses are not fully explored.

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

Children are very happy and settle easily on arrival. They confidently leave their parents to find the childminder's dog and their favourite toys and activities. Children have formed a close relationship with the childminder. She gives her undivided attention to them throughout the time spent with her in the home. Parents praise the childminder's practice and feel very confident at leaving their children with her. Children have a good understanding of the routine of the day and are very confident within the setting. The childminder is consistent, relaxed, calm and a good role model for children. Therefore, they develop strong bonds with her and feel safe and at ease.

Children are very well behaved. They play in a welcoming, relaxed and child-friendly environment, where a clear set of ground rules are implemented. Children who regularly attend become even more sociable because they visit local toddler groups and go on trips within the local community; this not only enables them to become familiar with the community they live in, but also helps to prepare them for the move on to pre-school and school at a later date.

Children's emotional well-being is promoted well. They are becoming more confident in managing their own personal care, such as washing their hands and learning to tidy away toys after they have finished playing with them. Children are developing confidence and independence as they can choose resources for themselves from a wide range of toys and equipment made available to them. They know where things are stored and confidently self-select resources from the low-level storage units and boxes. This results in them taking an active part in their learning because they are engaged and interested. Children's interests are well met in the provision of resources and play opportunities made available to them. However, there is room to increase the resources and activities to help children develop an awareness of the similarities, difference and diversity of the world around them.

Children are kept safe and secure. They have the freedom of movement between the rooms in the family home because the childminder completes risk assessments and daily checks. This results in all the rooms being safe from any potential risks or hazards to children. Children are beginning to learn how to keep themselves safe, especially when they are on the farm. They know that they must stay close to the childminder and be very wary of the tractors and farm machinery in the yard. Children are closely supervised when

visiting the newly born lambs and when growing plants and vegetables in the rear garden. Children take part in regular fire drills and they practise them regularly, which gives them a good awareness of what to do in an emergency.

Children learn about healthy eating and develop a good understanding of a healthy lifestyle and basic hygiene practices, because they are reinforced through daily routines. Children are protected from the risk of cross-infection, as the childminder follows good hygiene practices. They also remain hydrated throughout the day because their drinking cups are always accessible and available to them. Children request freshly buttered toast at snack time, and any meals sent from home for their lunch are stored safely until required. The childminder frequently takes children on trips to places of interest and the local parks to use the large fixed play equipment. As a result, their health and well-being is well provided for with appropriate physical activities.

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

The childminder monitors her observation, assessment and planning procedures to ensure that they accurately record children's abilities and progress. As a result of this, the childminder is able to state when children are developing in line with, or below or exceeding, the developmental milestones for their age. This detailed picture shows where children are, including any identified areas where further support or challenges are needed. This is fully shared with parents and help is sought where needed. The childminder also evaluates and reviews her own practice. She meets regularly with the local authority development worker to seek advice and support, and receives regular feedback from parents and the children. This informs her self-evaluation very effectively, to enable her to focus clearly on the areas to improve and develop in the future. This leads to the identification of clear targets for future development, resulting in children benefitting from a continually improving provision. The childminder has made improvements by working on the recommendations raised at the last inspection. She also continually updates her practice and procedures to ensure they are in line with current requirements and guidelines.

Children are safeguarded by the childminder, who has a good understanding of keeping children safe and protected in her home. She knows the procedures for reporting any concerns and has a good understanding of appropriate support networks, such as referring children who may need additional support to other professional services. All members of the household over 16 years of age have completed appropriate vetting checks, and all visitors to her home sign in the visitors' book. This ensures that children are cared for in a good quality, safe environment and kept safe on outings and visits. The childminder implements a well-written set of policies and procedures, and a detailed set of risk assessments are in place. These are reviewed and updated accordingly so they reflect current guidelines and practices. She has completed safeguarding training and is well informed on the procedures to follow if she has concerns about a child. She gives high priority to children's well-being and this is managed in an informed and efficient way.

The childminder's engagement with parents is good. They are actively invited by the

childminder to contribute their ideas, comments and observations into their child's progress records, especially when their child has a new interest or they do something new at home. This is then used to inform children's individual planning. Parents feel that they are kept informed about their children's progress. This is through daily conversations and the termly progress reports. The childminder demonstrates a strong ethos to support all children, especially those with special educational needs and/or disabilities. Parents comment extremely positively about the childminder, saying how relaxed and flexible she is, how they are totally confident that their children are well-cared for, and that they value the opportunity to continue to help with their children's learning at home. Although there are currently no children attending another setting, the childminder is clear about her role in ensuring continuity of care and learning by working with any other settings involved.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	317298
Local authority	Cumbria
Inspection number	876999
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	12/04/2010
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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