

Inspection date

22/01/2014

Previous inspection date

12/07/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Teaching and learning is good. The childminder demonstrates a good understanding of how children learn and develop and therefore, uses effective teaching methods to enhance children's individual skills and abilities. As a result, children make good progress towards the early learning goals.
- The childminder has a very kind and caring disposition and provides a homely, safe, and relaxed environment for all children. As a result, children are happy, feel secure and develop a close bond and secure attachment with her and her family.
- Children are protected because the childminder demonstrates a very secure knowledge of how to safeguard the children in her care. She regularly attends additional training to ensure that her safeguarding knowledge is kept up to date so that she can obtain help if she was concerned about any aspect of their care, safety and welfare.
- Partnerships with parents are good. They share information between each other on a daily basis about children's learning and development. As a result, parents feel involved in their children's learning and children's identified next steps are supported at home.

It is not yet outstanding because

- There is scope to increase children's awareness of the wide selection of good quality resources available to them.
- Opportunities to enhance and further develop children's social skills in larger groups are not fully extended to all the children while attending the childminding setting.

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 and children playing in the dining room and living room.
- The inspector held discussions with the childminder, and the children present during the inspection.
- The inspector asked the childminder about risk assessments, safety and supervision, outings, and discussed the activities observed during the inspection.
- The inspector spoke with parents during the inspection to obtain their opinion about the service provided by the childminder.
- The inspector looked at children's registration forms and parental consents, and discussed the assessment records for the monitoring of children's progress.
- The inspector checked evidence of suitability, viewed the safeguarding and complaint policy and discussed the procedures with the childminder, and viewed the self-evaluation systems that support her service.

Inspector

Carys Millican

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband and one child aged 13 in Hayton, near Carlisle, Cumbria. The whole of childminder's home and the front courtyard area are used for childminding. Children also access additional outdoor play facilities in a family member's garden close by. The family has a pet dog.

The childminder takes children on outings to places of interest, including the local woodland. She collects children from the local pre-school nursery and attends events in the village school. There are currently seven children on roll who are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

The childminder holds a Level 3 Diploma for the Children and Young People's Workforce.

What the setting needs to do to improve further

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

- increase children's awareness of the wide selection of high quality resources available to them so that they can independently choose what they would like to play with, for example, by creating a picture reference book
- enhance children's social skills further, for example, by attending toddler groups and pre-school activities held within the community.

Inspection judgements

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

The teaching strategies implemented by the childminder effectively support children's overall learning and development. She has a very good understanding of how children learn and develop which enables her to effectively meet all children's needs. The childminder understands the importance of working in partnership with parents and when parents visit she gathers a wealth of information about children's starting points, individual needs and interests. This knowledge supports children's overall well-being and development which helps the children to settle easily in to her care. The childminder regularly observes children during their play and by doing so, she identifies children's progress and reflects on their learning, in order to plan for their next steps. These next steps are linked to children's interests and help them to acquire the skills they require for

starting school and their continued motivation to learn. The childminder has a good understanding of the characteristics of effective teaching and they are demonstrated well in her practice. She challenges, reinforces, repeats and extends children's learning and knows exactly when to take a step back to allow children the time to play and explore on their own. Therefore, children enjoy a good balance of adult-led and child-initiated play opportunities throughout the day, which is also clearly identified in her planning. Children are making good progress given their starting points and they are working well within their typical developmental age. The childminder encourages parents' involvement in their children's learning. She constantly shares information with them about their child's progress and how learning can be further supported at home. Parents share their own observations of their children's achievements at home and express a high regard and appreciation for the childminder and the care she provides. They work together as a team and as a result, a bigger picture is obtained of children's interests and continuing progress.

Children play in a home from home environment. The childminder provides stimulating and interesting resources that meet their interest and help them develop in their learning. She provides resources to enable children to make some independent choices in their play. However, there is scope to increase children's awareness of the wide selection of good quality resources available to them in the home. The childminder's flexibility with the daily routine gives children the opportunity to play at their own pace, in an unhurried and relaxed manner. Constructed items made from bricks, for example, the garage, are left for children to play with the following day. As a result, children feel at home, have lots of fun, feel valued and enjoy themselves. The childminder interacts with the children constantly, about what they are doing, and asks them what they would like to do next. She knows what they are interested in and makes sure these resources are available to them. For example, the children enjoy building with construction bricks and playing with toy cars and trucks. These resources are set out so children can easily help themselves. Children enjoy sitting close to the childminder. They snuggle in to her when they sit on the floor and hunt through the container looking for the different coloured bricks. The children name each one in turn and count out how many they have found. Children during activities spontaneously start singing their favourite songs.

Children's communication and language skills are effectively supported. The childminder models language very well and constantly interacts with the children during their play. She provides children with opportunities to learn new words and she repeats what they say to show the correct pronunciation. As children take part in activities the childminder asks open-ended questions, which encourages them to think for themselves and further practise their language skills. Children enjoy physical outdoor play and exercise. Although the childminder has a small front courtyard she extends their physical play by taking children to a family members garden to play with wheeled toys, climbing frames and slides and ball games. They regularly walk to the woods close by to look at the wildlife and undergrowth, and children also walk to and from school. The childminder supports children's understanding of numbers, colours, shapes and size during activities. They love baking activities and during the inspection make their own modelling dough. All the children are included. They competently mix together all the ingredients and add the different food colouring and glitter to make their sensory dough. They then roll the dough out and use cutters to create different shapes and animals. Children are familiar with their daily routines. They know when it is time for meals, getting their nappy changed, and

when it is time to collect children from school. These activities help children make good progress in preparation for school and the next steps in their learning.

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

Children develop a close bond and secure relationship with the childminder. They demonstrate a strong sense of security and thrive in her care. Children's emotional well-being is fostered through the childminder's relaxed settling-in procedures and supportive transition processes. Parents are invited to visit the childminder's home a number of times prior to their child starting with her. This helps the child and their parents become familiar with the new environment, the childminder and her family. Furthermore, it provides the opportunity for parents to share information with the childminder about their child's care, routine and welfare needs, personal interests and development. As a result, the childminder has a good understanding of each child's personal needs which supports the smooth move from home into the childminder's home. The childminder continues this smooth transition process with children's future move on to nursery and then on to school. Most of the children attend additional toddler groups and play facilities with parents. However, opportunities to enhance and further develop children's social skills in larger groups is not fully extended to all the children while attending the childminding setting, especially for those who are struggling with the concept of sharing and taking turns. Children behave well in each other's company. The childminder is on hand to support children's social skills explaining to children how important it is to share and take turns and to be nice towards each other.

Children play in a calm and relaxed atmosphere which further contributes to their feeling safe and emotionally secure. The childminder consistently praises and encourages the children in everything that they do, which effectively promotes their self-esteem and self-confidence. Therefore, children are happy, contented and remain at ease at all times. Children begin to develop their own personal self-care skills and learn the importance of health and hygiene routines. The childminder is a good role model. She keeps her home clean and well maintained. She talks to the children about good hygiene practices while they wash and dry their hands after going to the bathroom to have their nappies changed and after sitting on the potty. Children develop a good understanding of healthy eating and develop good eating habits. For example, they learn to sit properly at the kitchen table to eat their meals and have a drink of water accessible to them at all times. The childminder supports their understanding of healthy eating. She talks to them about good and bad foods and introduces new tastes and healthy fresh fruit and vegetables at mealtimes. Children love outdoor play. Their healthy lifestyle is promoted through regular outdoor activities in the front courtyard where they make obstacle courses and while playing in a family member's garden. The children enjoy regular visits to the local woods to see the wildlife and vegetation, collect leaves and twigs, and explore and investigate the natural environment. The childminder's home is homely, warm, safe and welcoming. The childminder supports children's understanding of keeping themselves safe by encouraging them to help to tidy away toys when they have finished with them. They regularly complete the fire evacuation procedure which is displayed on the noticeboard, and they learn about crossing the roads in a safe place when they walk around the village.

Children are confident and self-assured in the childminder's company. They listen intently to her as they play. She gives them her undivided attention and supports them in everything that they do. The children enjoy numerous craft activities and parents state how much they enjoy receiving the end products and creative work their children complete. The childminder promotes inclusive practice. She supports children's understanding of the difference and diversity of the world around them through discussion and during various activities, such as celebrating a number of cultural and Christian festivals throughout the year. Children's personal, social and emotional development is effectively promoted. Their confidence is constantly encouraged by the childminder by helping them to put on aprons, coats and shoes and changing their clothes when they have little accidents. The children's enthusiasm for learning and the childminder good teaching skills ensures that children are well prepared for their future moves on to nursery or school.

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

Children are protected and effectively safeguarded while in the childminder's care. The childminder has a good understanding of the safeguarding and child protection procedures. She attends regular training to keep herself up to date, therefore, she fully understands her responsibilities and the procedures to follow if she was concerned about a child in her care. All the required documents and records are maintained to promote children's safety, care and well-being. These are shared with parents as and when required, for example, when recording medication and accidents so that parents are kept fully informed. Safety is a priority. The childminder keeps her home safe and secure. She completes thorough risk assessments for all areas children use indoors, outdoors and on outings. Therefore, she minimises any potential hazards or risks to children when in her care. The childminder is very aware of the importance of working in partnership with parents, external agencies and other settings to ensure children's needs are met and intervention is secured quickly if required.

The childminder fully understands and meets the safeguarding and welfare requirements and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She monitors the planning and assessment of children's learning to ensure that children continue to make good progress towards the early learning goals. The childminder routinely tracks children's progress to highlight any gaps in their learning so that she can seek help and advice through parents and other professionals. The childminder plans purposeful and developmentally appropriate learning activities, which challenge and engage children effectively in their all areas of their learning. Children are happy and content, and enjoy their time spent with the childminder.

The childminder is fully committed to continuing to provide children with good high quality care. She constantly reflects on and evaluates her practice to maintain continuous improvement. The childminder attends additional training to further own professional development and knowledge of early years issues. Parents receive lots of information.

They are given copies of the childminder's policies and procedures and their children's records are available for them to look at and contribute to. The childminder takes into account the views of parents and children through questionnaires and daily feedback. The parents spoken to during the inspection express a high regard for the childminder and the service she provides. Stating that they 'would not send their children anywhere else', 'it is home from home' and 'children love attending'.

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. It will be monitored and inspected within twelve months of the date of this 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		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	317308
Local authority	Cumbria
Inspection number	865117
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	12/07/2010
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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