

Inspection date	13/01/2015
Previous inspection date	15/12/2008

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 uses her knowledge of how children learn to implement purposeful teaching methods. As a result, children make good progress.
- Children's personal, social and emotional development is promoted well by the childminder. Consequently, children are happy, settled and secure and the relationships between the childminder and the children are good.
- The childminder has a good understanding of how to safeguard children. She has attended relevant safeguarding training and holds a current first-aid certificate.
- Partnerships with parents are well established. The childminder fully involves parents in their child's learning, and relevant information is shared to ensure children's needs are fully met.

It is not yet outstanding because

- On occasion, the balance between the prime and specific areas of learning for the youngest children is not always weighted towards the prime areas, which are key for their development.
- Opportunities to further enhance children's investigation, exploration and sensory development through the use of natural materials, household objects and resources that can be used in a variety of ways, are not maximised.

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 children's activities indoors.
- The inspector spoke to the childminder at appropriate times throughout the observations and spent time interacting with the children.
- The inspector looked at children's learning journey records, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability of the childminder and family members and discussed self-evaluation.
- The inspector took account of the views of parent's through questionnaires and written testimonials.

Inspector

Sharon Alleary

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in a house in Scunthorpe, North Lincolnshire. The whole of the ground floor and the rear garden are used for childminding. The family has a dog as a pet. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 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:

- focus more fully on assessing and planning for the prime areas of learning for the youngest children, to promote their development in these areas more extensively
- extend the opportunities for young children to investigate, explore and promote their sensory development, for example, by the provision of natural materials, household objects and resources that can be used in a variety of ways.

Inspection judgements

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

The childminder has a sound understanding about how to support children's learning and development. Her enthusiasm in the children's learning is evident from the positive teaching techniques that she uses to engage and capture their interests. This helps them to develop good attitudes towards their future learning, such as moving on to nursery or school. The childminder understands and values the importance of gathering useful information from parents about their child's general welfare and care needs, likes, interests and stage of development. She uses this information as a baseline for tracking their development and monitoring progress from the start. The childminder is conscious that children need time to develop their own play. Therefore, she plans the weekly routine to ensure that children have plenty of time to initiate their own play. She balances the child-initiated play with a good range of opportunities for children to participate in structured activities. As a result, they are supported in playing an active part in their own learning. The childminder observes children in their play, she tracks her observations, and subsequently, she can identify if children are developing in line with expectations. On occasion, however, the childminder tends to place too much emphasis on assessing and planning for the specific areas of learning for the young children she minds. This means

that children are not always given time to consolidate their learning and development in the prime areas of learning, which are the key foundations for young children's learning. Nonetheless, the good teaching techniques used by the childminder ensures that children make consistently good progress.

The childminder is very attentive and engages well with young children by sitting on the floor with them and using good intonation and animated voices to maintain their attention. Children are taken out and about regularly in the community and visit various toddler groups. They meet up with other childminders and minded children regularly. This gives children the essential skills to be able to socialise and build good relationships with others, and to learn to communicate and express themselves successfully. The childminder provides the children with a good level of challenge appropriate to their age and stage of development. She has a strong emphasis on communication and language, and supports children very well to develop their language attainment. For example, she uses good techniques of modelling language, repeating and reinforcing words and phrases. The variety of resources enables children to explore how things work. For example, children twist, push and press a range of buttons and are delighted when in return for their efforts, flaps open. The same principles are then applied to a musical toy and the children realise the same type of pushing can lead to a noise. This means, they are able to make links from prior learning and try out their new skills to see what might happen next. The childminder readily joins in with the children's pretend play, providing props and encouragement when children create their own make-believe scenarios. Consequently, children are developing good imaginative play skills, are confident in expressing their thoughts and ideas aloud, and are self-assured when they invite adults into their play.

The childminder establishes successful partnerships with parents. She provides parents with an ongoing flow of information, so that they feel included in their child's early education. An individual journal contains photographs, detailed observations and examples of children's work. These are shared regularly with parents, who are invited to make comments and contributions about learning that occurs at home. The childminder also carries out the progress check for children between the ages of two and three years in partnership with the parents, to ensure that any gaps in children's learning are identified in a timely way. This ongoing exchange of information means that children benefit from a shared understanding and common approach to their learning.

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

The childminder has a good bond with the children. They form strong emotional attachments to the childminder and are very happy and settled in her care. Children show an affectionate familiarity towards the childminder. For example, younger children consistently use the childminder's name to attract her attention. In addition, babies readily hold their arms out to the childminder asking to be picked up. The childminder offers flexible settling-in sessions to support individual children and their family's needs. As a result, children settle quickly in the childminders care. The childminder is a good role model for children. For example, she encourages sharing and respect for toys. Children receive positive praise as they show kindness towards other children. This helps them to manage their own behaviour effectively and as a result, children behave well.

Toddlers demonstrate increasing awareness of good hygiene routines as the childminder encourages them to clean their hands before lunch. In addition, the childminder supports children well in developing their self-care skills. For example, she makes sure that their drinks are accessible and reminds them to take regular drinks, helping them to understand how to recognise and meet their own needs. Parents provide food for their children and the childminder uses her food hygiene knowledge effectively to ensure safe food storage. Children are active and understand the benefits of physical activity. All children access the outdoors daily, for fresh air and exercise in the garden as well as during walks to school. This helps children to understand that exercise is important. Children are beginning to learn about how they can keep themselves safe because the childminder supports their understanding of the rules in place for preventing them being harmed. For example, she will talk to the children about putting away some toys to make space to play safely.

The childminder encourages children to challenge themselves and take appropriate risks. For example, she supports the babies to explore independently, allowing them to pull themselves up on furniture and cruise around the sofa to discover their capabilities. This develops their self-confidence and self-awareness, and encourages them to progress further. Children want to explore and investigate independently and extend their own play. This is because the childminder creates a safe, secure and stimulating environment for them to do so. The childminder makes good use of the home and has a generally good range of toys, resources and equipment, which are used effectively to support children in their all-round development. However, opportunities to enhance younger children's investigation, exploration and sensory development through the provision of open-ended materials, household objects and natural materials, are not maximised. Children become familiar with the wider community as the childminder takes and collects children from the local school. This trip also helps to prepare children for their move to other settings and to school.

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

The childminder has a good understanding of her responsibility to protect children from possible harm. She has attended refresher safeguarding training, to secure her knowledge of child protection. Consequently, she knows the procedures to follow should she have any concerns about a child and is aware of the signs and symptoms of abuse. The childminder carries out risk assessments to help keep children safe both on and off the premises. She is effective in maintaining her regulatory paperwork. For example, her attendance record and her parental consent form contain all relevant information to ensure children are safe. She has a secure system in place to record accidents, and shares these with parents. She holds a current paediatric first-aid certificate, meaning that she has the necessary skills and knowledge to care for children in an emergency. The childminder has attended initial childminder training and has continued to attend further childcare courses. She continues to network regularly with local childminders. The childminder recognises the impact this has on her professional development, and as such demonstrates the ability to expand and improve her practice.

The childminder has a good understanding of the learning and development requirements. Consequently, activities provided are suitable for each age and stage of children's development. However, there are occasions when the childminder tends to weight the planning and assessments too much towards the specific areas of learning. The childminder monitors children's development accordingly and documents children's progress. This gives her a good base from which to identify any areas where children may be under achieving, while also allowing her to support children that are above expected levels in certain areas. Therefore, any gaps identified in children's learning are quickly closing and all children make good progress. The childminder demonstrates a good commitment to the continual development of her service. Although there is no formal self-evaluation, the childminder clearly recognises her strengths and areas for development. As a result, targets are continually set for future improvement.

The childminder provides parents with opportunities to comment on her services through the use of a questionnaire. All comments received from parents are very positive; they comment that they 'feel like part of an extended family'. The childminder establishes open, positive and trusting partnerships with parents. She promotes regular, daily discussions with them, to ensure children's individual needs are met and to promote continuity of care. In addition, the childminder uses a two-way communication diary to share information with parents. The childminder has previous experience of working with a range of other professionals. This has given her a good understanding of the support available and means she is aware of how to seek additional help for children and their families, should the need arise. In addition, the childminder works in partnership with the local pre-school. For example, she shares 'link books' to ensure continuity of care and learning.

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	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	EY217421
Local authority	North Lincolnshire
Inspection number	819535
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	15/12/2008
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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