

Inspection date	24/01/2013
Previous inspection date	18/01/2010

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 is satisfactory

- Children's emotional and social development is promoted well by the childminder. Children are happy, settled and secure.
- The childminder takes account of children's interests as well as their stage of development when planning activities. Consequently children are challenged effectively and enjoy their learning.
- Children's good health is protected well. The childminder uses the outdoor environment and group activities effectively to promote children's development and enjoyment.

It is not yet good because

- The partnership with parents is not fully effective and children's best interests are not fully served. This is because parents are not informed of a procedure to be followed in the event of an allegation being made against the childminder, or the procedure if a child goes missing.
- The views of parents and children are not used to inform priorities for improvement. Therefore self-evaluation is not fully effective in order to ensure continuous improvement for children's welfare and learning.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 ground floor play area.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.

Inspector

Jan Burnet

Full Report

Information about the setting

The childminder was registered in 2003. She is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. The childminder lives in Crick, Northamptonshire with her husband and two children aged 11 and nine years. The whole of the ground floor of the childminder's house is used by the children. There is a fully enclosed garden for outside play. The family has a small dog, a rabbit and two guinea pigs.

The childminder is currently minding six children and of these, two are in the early years

age group and three are aged over eight years. All children attend on a part-time basis. The childminder walks to a local school to take and collect children.

The childminder is a member of the National Childminding Association. She provides childcare all year round.

What the setting needs to do to improve further

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

- improve partnerships with parents by ensuring that the following information is provided for them: the procedure to be followed in the event of a child going missing; and the procedure in the event of an allegation being made against a childminder.

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

- ensure that the views of parents and children are used effectively so that the drive to improve is strengthened in order to continue to promote children's learning and well-being.

Inspection judgements

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

The childminder has good knowledge and understanding of learning and development requirements. She is fully aware of the prime and specific areas of learning and challenges children effectively to reach next learning steps. The childminder tracks children's progress against the 'Development Matters in the Early Years Foundation Stage' guidance. Children make good progress because she plans in accordance with their interests as well as their stage of development. Parents are encouraged to share information about their child during a well-planned settling-in period. Consistency for children between the childminder and home is assured due to effective communication on their child's learning. The childminder is aware of the importance of working together with parents and other early years providers, but children do not currently attend any other provision.

Children in the early years age group are aged under three years. They choose from a variety of resources that are safe and developmentally appropriate. Children's social skills are developing well and are promoted effectively at groups. In following children's interests, the childminder ensures that she plans for outdoor activities and she takes

children to football and gymnastics groups. Learning across different areas is promoted on outings and at groups. After children have taken part in their favourite football activity they learn to match the colour of cones and then stack them together. Whilst enjoying nature walks they count the boats on the canal and talk about their different colours. The childminder encourages children to identify change in accordance with different seasons. In autumn whilst on walks they collect leaves and bring them home for painting activities. In spring they look for flowers that are beginning to grow. During a current spell of cold weather and snow, early years children enjoyed sledging at the local park with the older children. Large physical play equipment in the childminder's garden challenges children effectively.

The childminder promotes children's communication and language development effectively. Babies are settled and secure and they communicate happily with facial expression and sounds. Children are encouraged to listen, think and express themselves as the childminder talks with them and asks them open-ended questions. They are learning to count with one-to-one correspondence and they are beginning to spontaneously talk about quantities, for example, they recognise that a car in each hand means that they have two cars. Positive behaviour or achievements are recognised with stickers and children are keen to count them.

Children develop good manipulative skills. Play dough is a favourite resource and they enjoy moulding and squeezing it. They make marks in the dough with rolling pins and cutters and they are learning to cut it with plastic knives. Children make marks with pens and crayons and they are learning to use three fingers to hold writing tools. They explore texture as they play with sand, water, paint, rice and pasta. Children are beginning to repeat situations familiar to them as they play with domestic play materials. They make cups of tea and hot chocolate for the childminder and they pretend to cook pizza and toast in the toy oven.

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

The childminder ensures that her home is welcoming for children and their parents. Children's well-being is addressed appropriately, although not all required information is shared with parents. The environment is welcoming and suitably safe. Children's physical development is fostered effectively. They enjoy outdoor play throughout the year in the childminder's garden and on outings. Young children enjoy games and outdoor play activities with older children and they are developing good control of their bodies. Their good health is promoted by the childminder and she provides healthy meals. She makes sure that she is aware of children's individual care needs with regard to dietary needs and any medical conditions. Children's welfare is addressed satisfactorily because parents are provided with information on safety, illness and accidents. Children are developing an ability to attend to their self-care needs.

Children are settled, happy and confident, and the relationship between the children and the childminder is positive. The childminder encourages parents to settle their child in gradually in order to ensure emotional security. This prepares children well for moving on

to other providers and school in the future. Young children learn to play cooperatively alongside each other and they enjoy the involvement of the childminder in their play. The childminder identifies the importance of positive reinforcement in order to promote children's self-esteem. Children's independence is promoted appropriately as they choose and select resources made easily accessible to them in the playroom.

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

The childminder satisfactorily identifies and minimises risks in her home, garden and on outings. For example, her home is secure and potential hazards in the kitchen are inaccessible. She is suitably aware of her responsibilities to safeguard children. Necessary checks for the childminder and her husband have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of her safeguarding policy, and the Northamptonshire Safeguarding Children Board procedures are accessible to them. However, the partnership with parents is not fully effective and children's well-being is not maximised because not all required policies and procedures are shared with them. They are not made aware of the action to be taken in the event of an allegation being made against the childminder, or the procedure to be followed in the event of a child going missing.

The childminder monitors the educational programmes effectively. She is aware of the revised Statutory Framework for the Early Years Foundation Stage learning and development requirements and the 'Development Matters in the Early Years Foundation Stage' guidance. She tracks children's progress successfully and makes sure that they are challenged effectively so that they make progress. The childminder demonstrates a sound commitment to improving her knowledge and skills and she values the support of other early years providers in helping her to review and improve her practice. She has completed training on the revised Statutory Framework prior to its implementation. Prior to this the childminder attended training on observation and assessment and on the Forest Schools experience. Her current priority is to make sure that she is fully aware of welfare requirements with regard to sharing information with parents. There were three recommendations raised at the time of the last inspection and all have been addressed satisfactorily. Resources meet children's needs appropriately. Required documentation is kept up to date and in good order.

The partnership with parents is satisfactory. Written copies of most required policies and procedures are provided and these successfully reflect the childminder's practice with regard to meeting children's needs. Information obtained from parents on their child's care and learning is good. However, parents are not asked for their views as part of a review of the service provided in order for the childminder to plan for improvement. The childminder is aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. She ensures that children gain a suitable awareness of diversity. Children do not currently attend any other early years provision but the childminder is

aware of the importance of establishing links to ensure continuity of care and learning.

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	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. 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	EY239855
Local authority	Northamptonshire
Inspection number	819648
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	18/01/2010
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 that are

usually their 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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