

Inspection date	20/11/2012
Previous inspection date	16/01/2009

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

- Good relationships exist at all levels. The positive relationships that exist between the childminder, her assistant and the children promote a warm and settled environment for the children.
- Children make good progress in their learning because of effective methods of planning linked to knowledgeable observations and assessments.
- The childminder develops open and friendly relationships with parents in order to share ongoing information regarding children's well-being. This helps her to involve and value children within the setting.
- The childminder provides healthy and wholesome meals that children enjoy. Children show good independence and make healthy choices as they help to prepare meals.

It is not yet outstanding because

- The childminder does not obtain information from parents regarding children starting points, in order to support her plans for children's progress towards the early learning goals from the onset.
- Opportunities for children to discover things for themselves 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
- 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 downstairs play areas.
- The inspector spoke with the childminder and with her assistant at appropriate times throughout the observations.
- The inspector conducted a tour of the premises during the inspection, including the outdoor areas.
- The inspector took into account the views of parents through written references and questionnaires available.

Inspector

Sarah Measures

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband and three children aged nine, five and three years in Rockingham, Leicestershire. The ground floor of the childminder's home is mainly used for childminding. The upstairs is used for sleeping children. There is a secure garden available for outdoor play. The family has a pet Labrador and three cats.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll who attend with various full- and part-time arrangements. The childminder takes and collects children to and from local schools and pre-school school groups. She has support from the local authority and is a part of the local childminding quality assurance scheme.

What the setting needs to do to improve further

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

- improve the information shared with parents as children start at the setting to include their starting points
- improve the opportunities for children to 'find out' and to explore for themselves.

Inspection judgements

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

Children talk regularly and confidently with the childminder and each other. They also enjoy their favourite stories and books which encourages their language for communication and their literacy. Adult discussions and interactions support children's language for thinking and introduce and reinforce new vocabulary. Overall, the quality of teaching is based on effective characteristics of children's learning. However, there is scope to improve opportunities for the children to discover things for themselves and to 'have a go'. For example, children playing with the play dough discover it is too sticky. The childminder does not allow children to discover for themselves that they can add more flour and to discover that this would make the play dough less sticky and easy to use. However, children do make good choices in their play and follow their ideas. For example, children completing the play dough activity produce four totally different creations using different tools and techniques.

Children make good progress towards the early learning goals and are well prepared for school. This is because the childminder completes knowledgeable assessments that she uses to assess where they are at and to plan for their next steps. Children's progress is good because next steps are continually planned and reviewed for each child across the seven areas of learning. Good information regarding children's ongoing progress is shared with parents which enables them to support children effectively at home and to reinforce their learning. However, information is not obtained from parents regarding children starting points as they start at the setting. This does not enable the childminder to plan

for children's progress towards the early learning goals as soon as they start at the setting. The childminder relies on her own observations to identify children's starting points. Children's progress in their early days with the childminder is, therefore, not maximised. However, there is a settling-in period where the childminder works closely with parents to get to know them well and to plan for their future progress. Children's learning profiles show they make good progress towards the early learning goals.

Children are interested in activities that challenge and excite them. For example, children take part in large construction activities in the childminder's garden that involve tyres and wooden pallets. This means they can work out how to build and construct their own 'dens' to use within their imaginative play. Children explore with different textures and use different tools within creative and messy play. This helps them to learn new skills and to express themselves in different ways, whilst developing good concentration skills. Children develop their natural curiosity as they are involved in good first-hand opportunities to look at and to understand the natural world. They are currently monitoring the progress of caterpillar that they are keeping and hoping it will turn into a butterfly.

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

Children feel safe and secure with the childminder and her assistant, who provide a caring environment where children have familiar routines. Children behave well because they develop a good sense of belonging within the setting and because they are well occupied. Children have close friendships amongst themselves and praise and encourage each other because of the childminder's good role modelling. The childminder places a priority upon the prime areas of learning to support the learning and development and welfare of very young children. She is observing and assessing children under the prime areas in order to be well prepared for their two-year-old checks. This is to enable any difficulties with children's learning to be identified at an early stage. The childminder's methods of observing and assessing children mean there is good support for children with special educational needs and/or disabilities. An inclusive provision is promoted because activities are planned to challenge and involve all of the children.

The childminder and her assistant place a high priority upon the safety and well-being of the children. They supervise and support children well. Children show good self-care skills as they learn to dress themselves and to eat independently. They show pride in their achievements when they complete tasks for themselves. The childminder and her assistant praise and encourage the children to develop their self-esteem and to encourage positive behaviour. They act as positive role models for the children and encourage them to treat others with consideration and to use good manners. Children enjoy a range of outdoor play opportunities. They particularly enjoy putting on their 'wellies' and going outside to jump in muddy puddles when it has been raining. Children enjoy a variety of outdoor play activities in the childminder's garden and they visit local parks to access challenging large play equipment. Routines, therefore, help the children to develop their physical skills, control and strength. Routines also encourage healthy habits and a healthy attitude towards outdoor learning. Good evidence is available to show that parents value very highly the care and the opportunities the childminder plans and provides. Children

enjoy healthy home-cooked meals. They are encouraged to make healthy choices as they help to prepare their own meals.

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

The childminder has a good understanding of her accountability to meet the welfare and the learning and development requirements. She has addressed the action and recommendations from her last inspection. She has many years experience of caring for children with different needs which she brings into the setting. She works well with other professionals in order to share good practice ideas and to plan to continually improve upon the experiences for children whilst they are in her care. Various methods of evaluation and reflection are used to monitor the provision and to plan for improvement. The childminder involves and includes her assistant within evaluations and planning in order to ensure children are consistently supported and their needs well met.

The childminder has a good understanding of the possible indicators of child abuse. Both the childminder and her assistant know how to safely refer any concerns they may have about a child. A good range of health and safety policies and procedures support the welfare of the children within the setting. Thorough risk assessments are carried out across all aspects of the setting in order to protect children and to ensure their safety. Records are well organised in order to meet with the requirements and promote children's welfare. The childminder works well with other settings that children attend in order to share information to support planning for children's progress towards the early learning goals. The childminder makes good use of the Early Years Foundation Stage to plan to meet children's needs and to prepare them well for school.

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
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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.
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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	EY272298
Local authority	Northamptonshire
Inspection number	819891
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	8
Number of children on roll	10
Name of provider	
Date of previous inspection	16/01/2009

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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