

Inspection date	10/10/2014
Previous inspection date	28/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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 requires improvement

- The childminder provides warm and caring relationships with the children in her care. As a result, children are happy and settled.
- The childminder has a sound understanding of how to promote the health and safety of the children in her care. Consequently, children are kept safe.
- Children are safeguarded as the childminder knows what to do in the event of a safeguarding concern.

It is not yet good because

- The childminder does not make the best use of her environment to provide children with consistently challenging activities that engage them and are fully matched to their learning needs. As a result, teaching is variable and children do not consistently make good progress in their learning.
- The childminder sometimes limits children's emerging independence and self-care skills by blowing their noses for them or by not utilising space to the maximum.
- Sharing information regarding children's starting points and ongoing learning and development with parents is variable. As a result, children's learning is not consistently complemented at home.

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 had a tour of the premises and enclosed outdoor area and observed activities in the childminder's front room, main room and kitchen.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked through children's assessment records, reviewed a selection of records, policies and procedures and a selection of other documents.
- The inspector checked evidence of the suitability and training of the childminder and all household members over the age of 16.

Inspector

Samantha Hoyes

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in the city of Lincoln. The whole of the ground floor and an enclosed rear garden is used for childminding. There are local playgrounds and schools within easy walking distance and the childminder collects children from local schools and nurseries. There are currently six children on roll; four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- provide children with purposeful play experiences, with regard to ensuring the learning environment and storage of toys enable children to make independent choices
- ensure that the delivery of planned activities is improved, using the equipment available, to provide children with consistent opportunities to freely investigate, explore and extend their play
- ensure there are opportunities for parents to consistently be involved in their children's learning, with regard to liaising more closely to assess starting points and to support their children's learning at home, for example, by sharing more regular information about children's achievements in the childminding provision.

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

- provide more consistent opportunities for children to develop their independence with self-care skills, for example, by encouraging children to independently access tissues and blow their nose.

Inspection judgements

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

The childminder provides a suitable range of activities and play experiences based around children's interests. Therefore, they are mostly engaged in their learning. However, when planning adult-led activities, the childminder does not organise resources to enable

children to become fully involved and motivated. For example, the childminder conducts a baking activity with the children on a high kitchen work top. This limits children's involvement and their opportunities to fully engage in the experience because they cannot easily see what is happening. When the childminder puts the bowl within reach, this enables the children to be fully engaged in their learning. This demonstrates the childminder's variable teaching methods, which sometimes hinders children's learning experiences.

Children are developing their communication and thinking skills because the childminder uses a variety of suitable questioning techniques with them. For example, she asks open-ended questions such as 'what do we need to do first?' before starting a baking activity. Children remember that they need to wash their hands, which also shows they are developing an understanding of managing their own personal hygiene. The childminder uses singing to develop children's understanding of mathematics. For example, the childminder sings a song, which counts down from five before their rockets 'blast off'. Children are happy and engaged and join in with the actions and words. However, the childminder does not make the best use of her environment during children's free-play to provide children with consistently challenging activities that are fully matched to their learning needs. For example, when the childminder tries to read with the children, other children interrupt to ask for things due to the poor organisation of the learning environment. As a result of these interrupted learning experiences, children do not consistently make good progress in their learning.

The childminder completes the progress check for children between the ages of two and three years with the parents. She uses this to inform some appropriate next steps to support their ongoing learning. However, the sharing of information about children's starting points and their ongoing learning and development is variable. For example, although the childminder uses daily diaries to document daily care information, she does not always share information regarding their learning and development. Consequently, opportunities for parents to support their children's learning at home are not always fully promoted. Overall, children are gaining suitable skills to support their future learning.

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

Children develop attachments with the childminder and are happy and settled. This is because the childminder has a two-way flow of information with parents regarding children's care routines, which helps their transition between home and the childminding setting. Consequently, children are happy and settled in the childminder's care. Children behave appropriately because the childminder is a positive role model, clearly explaining rules and boundaries to children. For example, she explains to children that toys need to stay in a particular room so that they 'do not trip over them'. This also helps them to learn about keeping safe. Children are also learning to take care of their environment as the childminder reminds them about 'teamwork' and they tidy toys away together.

Children's physical well-being and healthy hygiene practices are supported. They communicate their toileting needs and remember to wash their hands thoroughly afterwards. In addition, the childminder has appropriate exclusion periods for illnesses to

prevent the spread of infection. As a result, children develop healthy lifestyles. The childminder promotes healthy eating through discussions, especially at meal times. For example, the childminder encourages children to eat a piece of fruit first before their crisps, discussing that fruit is good for you. As a result, children understand how to eat healthily. The childminder regularly takes children to the local park and has access to an enclosed outdoor space. This allows children to develop their physical skills. The environment has a wide variety of resources to cover the areas of learning. However, they are not organised well enough for children to access independently, especially with regard to self-help skills. For example, the childminder blows children's noses for them as tissues are not readily available. As a result, learning opportunities to develop independence are not consistent.

The childminder prepares children for school through careful discussions with children when the time is right. Through trips to the local school the childminder introduces children to their potential new teachers. She also shares relevant information about children's learning and development. As a result, children are prepared for the moves to the next stages in their learning.

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

The childminder demonstrates a sound understanding of safeguarding procedures. For example, she understands what to do in the event of a concern about a child in her care. In addition, she ensures that anyone living in her home has the relevant Disclosure and Barring Service checks. As a result, children are safeguarded from harm. The childminder holds a relevant paediatric first-aid certificate and first-aid kits are easily accessible. The childminder has appropriate risk assessments in place and discusses how she is aware and alert to risks and acts to minimise these. Consequently, children are kept safe while in the childminder's care. The childminder has a variety of policies in place, including those relating to behaviour management. This ensures that the childminder is consistent in her approach. As a result, children's behaviour is supported.

The childminder has a positive attitude to equal opportunities and welcomes all children and families into the home. The childminder uses assessments of children's learning and an understanding of their interests to ensure that adult-led activities are interesting. However, teaching is variable. The childminder does not make the best use of her environment when delivering planned activities, which means children do not consistently make good progress in their learning. The childminder has attended training opportunities, such as special educational needs awareness and first aid, to ensure her knowledge is up to date.

Self-evaluation is in place, and is beginning to identify some areas of strength and weakness. This demonstrates the childminder is keen to improve her practice so that children make the best possible progress in their learning. The childminder liaises with local schools and nurseries and this supports children as they move between settings. Consequently, children are prepared for the next stage in their learning. Partnerships with parents are in place to support children's care needs. However, the childminder does not

consistently provide parents with opportunities to be involved in their child's learning. As a result, children's learning is not yet fully complemented at home.

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	EY287550
Local authority	Lincolnshire
Inspection number	861281
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	28/02/2011
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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