

Inspection date	09/12/2014
Previous inspection date	08/01/2009

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

- The childminder reflects on her practice and identifies targeted areas for improvement in order to improve outcomes for children.
- Children feel safe and secure because the childminder understands how to identify and minimise potential risks. She has a good understanding about the action to take if she has any concerns about children's welfare.
- The childminder uses information from parents to help children settle within the setting.
- The childminder works in partnership with other professionals to ensure that children's needs are identified and they are helped to make progress.
- Children show increasing levels of independence and are motivated to learn because the childminder provides a broad range of stimulating activities and resources.

It is not yet outstanding because

- The childminder does not always give children sufficient time to respond to questions. This means that they do not make more rapid progress in their learning of communication and language skills.
- The childminder sometimes misses opportunities to teach children to count during daily activities. This means that children are not consistently given opportunities to extend their mathematical 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
- 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 activities in the main play area, kitchen and garden and interacted with children.
- The inspector looked at a sample of documents and records. She discussed safeguarding and child protection issues.
- The inspector took account of parents' and children's comments.
- The inspector discussed the childminder's observations, planning and assessments.
- The inspector conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant and discussed self-evaluation and improvement plans.

Inspector

Karen Tyas

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with an assistant. The childminder lives with her husband and one child, in Scunthorpe. All of the ground floor of the home and one bedroom on the first floor is used for childminding. There is an enclosed garden suitable for outdoor play. The local parks and museum are within walking distance. The family keeps a dog, cat, lizard and frog as pets. Currently, the childminder looks after nine children, of whom six are in the early years age range. Children attend for a variety of sessions. The childminder is a member of the Morton Michel Childcare Club and has an early years qualification at level 3. The childminder cares for children all year round from 7am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two- and three-year-old children. The childminder supports children with special education needs and/or disabilities.

What the setting needs to do to improve further

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

- sharpen the focus on giving children sufficient time to respond to questions in order to promote more rapid progress in their communication and language skills
- extend opportunities for children to count during daily activities, so that their mathematical learning is consistently promoted.

Inspection judgements

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

The childminder completes accurate assessments of children's prior knowledge, skills and understanding based on regular observations. She uses this information to inform her planning. The childminder provides motivating and challenging experiences for each child across all areas of learning. She consistently tracks children in order to regularly monitor their development. As a result, children make good progress in relation to their starting points. Children who are receiving funded early education and those whose starting points are below expected levels of development are well supported. This means that progress is consistent and any gaps are closing. For example, children who are receiving funded early education make good progress in personal, social and emotional development. The childminder demonstrates a good knowledge of the varied ways that children learn. She plans activities across the educational programmes that support their individual likes, interests and learning styles. For example, communication and language skills are promoted when the childminder encourages children to join in when she sings. Their vocabulary is extended when they recite rhymes and poems with the childminder.

However, the childminder does not always give children sufficient time to respond when she asks questions. As a result, children sometimes do not contribute to discussions. This means that they do not make more rapid progress in their learning of communication and language skills.

Children enjoy their time with the childminder. They smile and interact with her as they play and explore. For example, children smell cinnamon sticks and show them to the childminder as they play with Christmas themed resources. However, the childminder does not consistently give children opportunities to extend their mathematical learning. For example, she sometimes misses opportunities to teach children to count during daily activities. As a result, children's knowledge of number orders is not always extended. The childminder promotes children's independence. She teaches them to wash their hands before eating, how to use a knife and fork and to respect rules and boundaries, such as not climbing on furniture. As a result, children are acquiring the key skills and attitudes they need for when they start school. The childminder demonstrates a comprehensive understanding of the progress check for children between the ages of two and three years. This supports any requirement for early intervention and the development needs of children. The childminder provides information to parents about what their children have done in the setting and how they can support their children's learning at home. As a result, parents are included and their feedback contributes to children's learning and development. Parents comment that the childminder is flexible and adapts to children's individual needs. They appreciate the daily diaries that the childminder completes as a means of communication.

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

The childminder provides a welcoming environment with a broad selection of resources and activities that help promote children's self-confidence. This means that children's all-round development and emotional well-being are supported. The childminder gathers information from parents in order to help children feel secure when they first attend. As a result, they settle well. The childminder reassures and comforts children as they explore their surroundings. For example, she cuddles children, is sensitive to their personal needs and sings to them. This ensures that children feel safe and secure in the setting and are, therefore, emotionally prepared for the next steps in their learning. Children feel valued by the childminder when she speaks positively about them. For example, the childminder tells children, 'I love it that you're giving me lots of cuddles today'. This ensures that children develop a sense of belonging and their self-worth is promoted. As a result, children form trusting relationships with the childminder, which promotes their emotional well-being.

Children happily investigate the resources provided by the childminder. For example, toddlers play with treasure baskets filled with wooden objects and older children sing contentedly as they complete puzzles. The childminder is an effective role model and, as a result, children behave well in the setting. She helps children to be emotionally ready to attend school when the time comes. For example, children are encouraged to share and take turns. The childminder ensures that healthy food and snacks are available. As a result, children are aware of healthy eating choices. They are inquisitive when they investigate boxes of fresh fruit that the childminder provides. Children are encouraged to

be independent, such as when they are supported to feed themselves at mealtimes. They are beginning to understand how to keep themselves and others safe within the setting. For example, the childminder teaches them to wash their hands before eating and to help tidy away toys. Children have access to activities and resources that promote physical activity. They explore the local park, play with sand and water, and play on the slide. They explore with magnifying glasses in the mini-beast area of the garden. Children visit the shops and the nearby train station. As a result, children develop a good understanding about the world around them and their confidence is boosted.

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

The childminder demonstrates a robust understanding of safeguarding and child protection procedures. She has a comprehensive knowledge of the signs and symptoms of abuse and knows the procedure to follow if she suspects a child may be suffering from, or is likely to suffer from, abuse. The childminder is confident in the procedure to follow, and who to notify, in the event of an allegation being made against her or her assistant. This ensures that children are protected from harm. The childminder teaches children about road safety and includes them when she conducts regular fire drills. This helps children develop an understanding of how to keep themselves and each other safe and protects them from harm. The childminder and her assistant have completed paediatric first-aid training and maintain first-aid kits within the setting. This ensures that they are effectively prepared to deal with minor accidents and emergencies if they occur. Children are kept safe because the childminder knows how to identify and minimise potential risks within the indoor and outdoor environments.

The childminder implements a range of policies and procedures and shares them with parents. She reflects on her practice, using comments from parents and children in order to inform and develop plans to improve children's learning. This demonstrates a commitment for sustained improvement. She actively seeks relevant training and ensures that all mandatory training is completed in order to comply with statutory requirements. This ensures that children benefit from knowledge that is current and positively enhances the quality of the childminder's teaching. The childminder has devised systems to monitor the assistant's performance through regular appraisals in order to continually improve on practice.

The childminder shows a comprehensive understanding of her responsibilities to monitor and plan for children's progress. She regularly and consistently uses individual tracking sheets. The childminder shares this information with parents who are given opportunities to comment. This means that children make good progress and any gaps in learning are closing. The childminder works in partnership with other professionals. She supports children with special education needs and/or disabilities by sharing information with specialist agencies in order to identify and support their individual needs. The childminder maintains links with other childcare providers, including the local infant school. This ensures that children are provided with consistency and their learning opportunities are enhanced when they move between settings.

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. 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	EY299894
Local authority	North Lincolnshire
Inspection number	861708
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	08/01/2009
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, 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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