

Inspection date	19/12/2012
Previous inspection date	28/04/2011

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

- Children are happy in the care of the childminder who provides them with constant reassurance and praise; as a result, this boosts their confidence and self-esteem.
- Children are making good progress in their learning and development as the childminder provides activities based upon their individual interests and developmental needs.
- The childminder has a good understanding of how children learn. She encourages them to choose their favourite books and toys and joins in their play enthusiastically.
- The childminder regularly evaluates her practice, taking into account the views of parents and children, which results in well-targeted plans for continuous development.

It is not yet outstanding because

- Ways to involve all parents fully in their children's learning and development at home have not been completely explored. Therefore, their observations are not being fully used to inform the overall assessment of their children's progress.

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 kitchen and play area.
- The inspector spoke to the childminder at appropriate times whilst observing the activities.
- The inspector looked at children's records and learning journeys as well as policies and procedures.
- The inspector took into account of parents' views by reading questionnaires and briefly speaking to one parent.

Inspector

Sandra Williams

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 19, 15 and eight years in a bungalow in Pennington, near Ulverston, Cumbria. The kitchen and lounge are used for childminding. There is also a decked area for outdoor play. The childminder lives close to local schools, shops and parks and attends

local groups.

There are currently five children on roll in the early years age group who attend for a variety of sessions. The childminder operates Mondays to Fridays from 8am to 4pm all-year-round. The childminder offers support to children with special educational needs and/or disabilities and children with English as an additional language. The childminder holds a level 3 childcare qualification and has previously worked in childcare settings for seven years.

What the setting needs to do to improve further

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

- consider further ways to involve all parents more fully in their children's learning and development at home and to contribute to the children's overall assessment.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and understands how children learn and develop. She gets to know the children well by gathering information about their likes and dislikes from the parents and children when they first start attending the setting. From this information she ensures that activities and toys are made available based on the children's interests. This supports the children to make good progress in their learning and development. The childminder uses the guidance 'Development Matters in the Early Years Foundation Stage' to assess and identify children's starting points and ongoing developmental stages. She undertakes regular observations of the children and uses this information to plan for their individual next steps in their learning. This helps to ensure the children make good progress across all the areas of learning and have the necessary skills to help them in their preparation for their transition to school when they are ready to move on.

Children confidently choose toys and books from low-level shelves and happily play on their own or with the childminder. She enthusiastically shows an interest in what the children are doing and in what they have to say. Children enjoy choosing their favourite books about vehicles and animals and sit with the childminder while she reads them stories. They turn the pages and learn new words, such as 'vehicle', by repeating what the childminder says. They are starting to blend words together to form more complex sentences to describe what they see. For example, 'the train is on the track' and 'the carriage is full of coal'. The children also enjoy interactive books, which involve them

pressing buttons to make different sounds linked to the stories. They also name different animals and make animal noises, such as roaring when they see pictures of lions. The childminder gently encourages the children to try to pronounce more difficult words correctly, such as 'giraffe' and 'elephant' to further develop their language skills. She also encourages children's speech by talking to them and asking them what they can see outside the window. They comment on the 'birds up in the sky' and the 'tractor passing by'. Children have many opportunities to make marks with a variety of materials, such as chalks, pens, pencils and paints to develop their early literacy skills.

Children enjoy being creative as they make salt dough decorations for the Christmas tree as well as paper chains and stained glass window decorations. Children learn about numbers from the many displays on the walls and the wooden blocks and skittles with numbers on. They learn about shapes by playing with shape sorters and jigsaw puzzles. Children celebrate different festivals and play with resources that promote positive attitudes about diversity. This means that children have opportunities to develop their understanding of differences between people from various communities and traditions.

The childminder encourages parents to share information about their children when they first attend and thereafter on an ongoing basis. Whilst some parents contribute to their children's learning journals, there is scope for the childminder to consider further ways of enabling all parents the opportunity to share what they know about their children's achievements at home. Without this information, it is difficult for the childminder to fully monitor the full picture of some children's overall progress.

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

Children's emotional well-being is well supported and nurtured in this homely and relaxed setting. The childminder sensitively helps children to settle in well by gathering information from parents about their individual needs and routines. This enables children to form warm relationships with the childminder and settle happily and confidently in her care. They are well behaved and thrive on the individual attention from the childminder, who provides lots of praise and encouragement, which boosts their confidence and self-esteem. The childminder's garden is well-equipped with outdoor play equipment including a slide, sea-saw and bats and balls to support children's physical development. The garden, as well as regular outings, provides children with frequent opportunities to enjoy fresh air and exercise. The children enjoy activities at the local children's centre, where they meet up with other children and develop good social skills. They also attend events in the village, such as nativity plays and sponsored events to raise money for charities to support people in need. This means they are learning about their community and the world around them.

The children develop good self-care skills and are becoming competent in managing their personal needs relative to their ages. For example, they are learning to put on their shoes and coats before going outside in the cold weather. They also learn about healthy food as they enjoy nutritious food and regular drinks throughout the day. They know about the importance of washing their hands after using the toilet to protect them from germs.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She undertakes regular safety checks of the premises to ensure children are safe and secure in her care. She has completed safeguarding training and understands the procedures to follow should she have any concerns about the children.

Children's understanding of keeping safe is promoted as the childminder explains why they must not run inside and why it is safer to tidy away their toys before getting more out. They also learn about fire safety as there is a clear emergency evacuation procedure which is practised regularly. The childminder has a good understanding of the learning and development requirements and plans for children's individual learning needs. She completes the two-year-old progress checks and shares them with the parents and other settings attended by the children. Relationships with parents are positive and information about the children's care and learning is shared verbally as well as through the learning journals. Parents are very satisfied with the care provided by the childminder.

Children who attend other childcare settings are well supported in their transition. The childminder liaises with the parents and staff at the settings. This means that the children receive consistency and continuity in their care and learning, which benefits their overall progress. The childminder is keen to develop the childminding service she provides. She attends regular training and makes good use of the support offered from the local authority early years advisors. She has satisfactorily addressed the recommendations made during the previous inspection, which has enhanced the safety of the children. She has completed a full evaluation of her practice, taking account the views of parents and children. This has identified targets for further improvements, for example, involving parents more in the assessment process.

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
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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
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		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	EY356524
Local authority	Cumbria
Inspection number	820928
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	5
Name of provider	

Date of previous inspection	28/04/2011
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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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