

Inspection date	26/06/2014
Previous inspection date	11/04/2011

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

- The relationship between the childminder and children is strong and children are settled and happy.
- The childminder offers very good support so that children who speak English as an additional language learn to speak in English and also use their home language as they play and learn.
- The partnership with parents and other early years providers is strong. Consequently, continuity of care and learning is addressed well so that children make good progress.
- The childminder is aware of her responsibilities to supervise children and protect them from abuse and neglect.

It is not yet outstanding because

- Children's mathematical development is not consistently maximised by the childminder; specifically with regard to providing opportunities for them to measure and compare sizes.
- Opportunities for children to learn about diversity with regard to ways in which they are similar and what makes them different 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities as children played in the ground floor playrooms and outside.
- 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 children at appropriate times throughout the inspection.
- The inspector looked at evidence of suitable for all adults living at the childminder's premises.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and on the compulsory part of the Childcare Register. She lives in Northampton with her husband and their two children aged nine years and four years. The ground floor of the childminder's house is used for childminding and a first floor bedroom is made available for sleeping children. An enclosed garden at the back of the house is used for outdoor play. There are currently four children on roll and all are in the early years age group. The childminder supports children who speak English as an additional language. She walks with children to and from a local school and pre-school. She cares for children all year round, Monday to Friday, from 7.30am until 6.30pm.

What the setting needs to do to improve further

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

- maximise opportunities for children to enhance their mathematical learning in a variety of different play activities, for example, by comparing and measuring the size of their sunflowers during planned growing activities
- extend opportunities for children to learn that they have similarities and differences that connect them to and distinguish them from others.

Inspection judgements

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

Children make good progress because the childminder ensures that they are challenged effectively to reach the next steps in their learning. She observes children and uses guidance documents to assess and record their stage of development in order to inform her planning. The childminder obtains information linked to learning, as well as care from parents during their child's induction and information on achievements is shared regularly between parents and the childminder. She supports children well so that they develop skills in readiness for nursery class and school. The childminder is aware of the requirement to provide parents with a progress check when their child is aged between two and three years and she completes this where necessary.

Children are settled and secure in the childminder's care. Their independence is promoted well by the childminder because they can choose and select resources that interest them and meet their developmental needs effectively. Children's language development is supported effectively by the childminder and support for children who speak English as an additional language is given a very high priority. Children use their home languages while

they play and the childminder offers good support so that they learn to speak in English. The good partnership with parents means that the childminder assesses language development in children's home languages, as well as in English. She continually engages in conversation with children and they chat happily. The childminder interprets the wants and needs of babies effectively as they communicate with her through facial expression, body language and the sounds of their voices.

Children's physical development is supported well. Older children develop good manipulative skills while they play with construction toys, writing materials and jigsaw puzzles. The childminder is teaching them to use scissors with full effect. Babies practise skills as they press buttons on interactive toys and they learn to feed themselves with a spoon. Children are supported well by the childminder so that they count and learn shapes and colours while they play. They sing songs that involve counting and the childminder encourages them to represent amounts by showing the corresponding number of fingers. However, opportunities to include mathematical learning while children take part in planned activities are not consistently maximised. For example, children have been growing sun flowers, but the childminder has not asked them to compare and measure sizes while initially growing them in pots and then transferring and growing them in the garden.

Children's creativity is supported well by the childminder. Favourite resources are dough, paint, felt tipped pens and crayons. The childminder encourages children to talk about colours while they play. Older children choose colours carefully and prefer to use thin paint brushes. They describe their pictures and skilfully stroke different colours directly next to each other on paper to create a rainbow effect. Children are able to draw enclosed shapes and the childminder encourages them to create faces inside circular shapes. They learn to recognise their names in print. Magnetic letters are used effectively by the childminder, so that children select letters familiar to them and learn to put them in the correct order to spell their names. The childminder provides a good variety of story books that are written in different languages. Older children know when the childminder makes changes to their favourite stories and they enjoy making up their own endings. Babies enjoy exploring 'touchy feely' books. Some books and role-play resources show positive images of diversity, however, opportunities for children to learn about their similarities and differences are not maximised so that they learn about the wider world.

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

Children are happy and confident and the relationship with the childminder is strong. The childminder takes positive steps to ensure that children are emotionally prepared for their transition into other early years settings and Reception class in school. For example, children socialise with other adults and children at groups. Strategies for managing children's behaviour include positive reinforcement, in order to address children's self-confidence and self-esteem. Children's independence is promoted well, for example, they manage their own self-care needs and select toys for themselves. Resources are safe and meet children's learning and development needs well.

The childminder creates a welcoming environment for children and their parents. Information obtained from parents enables her to address children's individual care needs effectively. Information on the childminder's practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected because the childminder encourages them to be physically active. They gain confidence and physical skills with use of challenging equipment in the childminder's garden, at groups and at the park. Parents provide healthy food and the childminder uses her food hygiene knowledge effectively to ensure that children's good health is addressed. Children's welfare is addressed successfully because the childminder ensures that the environment is safe and secure. Children learn how to keep themselves safe, for example, they learn how to cross the road safely and regularly practise fire drills.

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

The childminder makes sure that her home is safe and secure. She is aware of her responsibilities with regard to safeguarding and supervising children. Necessary checks for her family have been completed and she understands about notifying Ofsted of any changes. The childminder ensures that children are never left unsupervised with a person who has not been vetted. She is aware of the Northamptonshire Safeguarding Children Board procedures and parents are made aware of her written safeguarding policy.

The childminder monitors the educational programmes effectively to ensure that children make progress in their learning. She reviews her childminding provision to ensure improvement and welcomes support and guidance offered by local authority advisors. A current priority is to ensure that her observation and assessment records are fully effective, so that she can successfully track children's progress and use the records to aid her planning. The childminder is currently completing the Ofsted self-evaluation form and plans to extend the detail she has recorded. Required documentation is kept up-to-date in order to support children's safety and welfare.

The partnership with parents promotes children's care and learning needs successfully. 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. Parents speak highly of the care provided for their children. Strong links with other early years providers are effective, in order to address continuity of care and learning for children. A range of written policies are provided for parents and these contain required information and reflect the childminder's good practice. Resources are well-maintained and meet children's needs well.

The Childcare Register

The requirements for the compulsory 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. It will be monitored and inspected within twelve months of the date of this 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		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	EY361119
Local authority	Northamptonshire
Inspection number	878446
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	11/04/2011
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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