

Inspection date	22/05/2014
Previous inspection date	15/10/2009

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

- Effective observations and assessments enable the childminder to monitor children's progress well. Consequently, she plans and provides a broad range of activities and experiences to support children's learning. As a result, all children make good progress.
- The childminder is actively involved in children's play through positive interactions. She praises and encourages children throughout, to support their emotional well-being. As a result, children are happy, confident and their behaviour is well managed.
- Children are effectively protected because the childminder demonstrates a good knowledge and understanding of appropriate safeguarding procedures.
- The childminder uses self-evaluation procedures to analyse the quality of her service. She plans for further improvements well by setting herself clear goals and targets.

It is not yet outstanding because

- The childminder does not consistently share children's developing skills and next steps in their learning with parents, to support them in extending their children's learning at home.
- There is scope to extend the links with other early years settings that children attend to enable all parties to work in partnership together to ensure children receive effective continuity in their 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 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 in the childminder's home and spoke with the childminder and children at suitable points throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and her household and talked with the childminder about her self-evaluation and improvement plans.
- The inspector took account of the views of parents from information included in the childminder's documentation.

Inspector

Linda Newcombe

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory parts of the Childcare Register. She lives with her adult child and one child aged 12 years, in a house in the village of Barton Seagrave, Kettering. The whole of the ground floor, including toilet facilities and an upstairs bedroom are used for childminding. The premises are accessible to all children and there is a rear garden for outdoor play. The family has a pet cat. The childminder currently cares for five children in the early years age group. Children attend for a variety of sessions, including full-time and part-time arrangements. The childminder regularly visits nearby parks and attends 'stay and play' activities with the children. The childminder collects children from the local school and pre-school. She operates all year round from Monday to Saturday, except bank holidays and family holidays. The childminder also offers overnight care. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- improve the links with parents to support them in teaching their children's important skills that have been identified in planning for the next steps in their learning
- strengthen relationships with other settings that share the care of children, to further improve the information shared to fully support all children's learning and development.

Inspection judgements

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

The childminder has a good knowledge and understanding of the seven areas of learning. As a result, children's development is supported and their learning is prioritised. Effective monitoring and assessment ensures that all aspects of the educational programme are covered successfully. The childminder uses her knowledge of the children, to plan interesting and challenging activities. This ensures that all children's individual needs are well met and effectively planned for. Each child has their own individual learning journal. These include photographs, observations and assessments. The childminder links observations of the children to the areas of learning. These are used to plan appropriate and achievable next steps in each child's development. The childminder tracks these, to ensure that children are attaining the key skills they will need to support their future learning. The childminder understands how children learn and supports their learning through fun and interesting experiences that support them to make the best possible progress. The childminder allows children time to think and generate their response,

before stepping in. This encourages children to come up with their own solutions and develops their critical thinking skills.

Children's imagination and creativity is encouraged. This is because the childminder provides easily accessible resources that stimulate the children's interests. For example, the children wrap scarves around themselves and pretend to be different characters, in a narrative of their own making. They experience painting and explore the marks they can make with the brushes. They delight in manipulating play dough and chopping it up into small pieces, then they squeeze it between their fingers. These investigations are endorsed by the childminder, as she joins in their play and chats about what they are doing. This encourages children's learning and offers them challenge. By asking probing questions, the childminder extends their thinking and language and communication skills. Children's early literacy skills are beginning to develop as they enjoy sharing a book with the childminder. They also see print in the environment as well as in books, which exposes them to letters and words in various ways. For example, children's names are displayed along with their photograph on their coat pegs. The childminder encourages the children to recognise the initial letters and sounds in their names. This supports their phonic knowledge and builds the skills they need in preparation for school. Children show an interest in shapes and colour and the childminder builds on this interest by playing a game. She relates the shapes to familiar objects, which they see in the environment and makes connections with colours that they are wearing. These routine opportunities enable children to develop their mathematical skills.

Children enjoy spending time outside. For example, they recently helped to plant lettuce seeds and are eagerly waiting for these to grow. The childminder takes them on walks to the local wood, where they look for animals and explore nature. These experiences offer children opportunities to learn about the world around them. As they begin to develop an understanding of how things grow and to have regard for living things. The childminder has established good relationships with parents, which promotes children's learning. She keeps them informed of their children's daily routines, recording notes in a daily diary. The childminder also provides information on their children's progress by sharing their learning journals and through verbal communications. This ensures children's day-to-day needs are met. She is aware of the progress check for children between the ages of two and three years and the necessity to complete this with parents when it is required. However, the childminder does not consistently share children's achievements and next steps in their learning with parents, consequently, missing the opportunity for parents to extend their children's learning at home. The childminder ensures she obtains sufficient information from parents when children start. For example, parents' comment on what their children like and dislike and what they are currently interested in. This information, combined with observations of the children, helps the childminder to identify their starting points. Subsequently, the childminder uses this information to plan a range of activities, which contribute to children accruing the dispositions and attitudes they need in preparation for starting school.

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

The childminder provides a warm, welcoming and safe environment. She has a good knowledge of each child's background and individual needs and follows the child's home routine to ensure consistency of care. This has enabled her to develop close attachments to all of the children. As a result, their emotional well-being is promoted. Toys and resources are easily accessible to the children. They independently choose toys and initiate their own play agendas, while there is plenty of space available that enables them to move around freely. The childminder has also created a cosy area, with bean bags and cushions, where children can sit, relax and share a book. As a result, children's self-esteem and confidence is boosted. Children are relaxed and comfortable in the childminder's care. They are polite and respectful of each other. This is because the childminder acts as a positive role model. Children behave well and the childminder has realistic expectations of them. She acknowledges children's positive behaviour and praises them when they get things right.

The childminder has established good settling-in procedures. As a result, children adapt to their new environment quickly. They form positive relationships with the childminder and other children. The childminder acts as a calming influence, offering cuddles or kind words of support when the children feel less secure, which reinforces their sense of belonging. Children have the opportunity to socialise with other children and adults because the childminder regularly attends local groups, for example, 'music and movement' activities. Consequently, children are gaining an awareness of their local area and making new friends. Children are actively encouraged to develop healthy lifestyles and enjoy outdoor play on a regular basis. They have easy access to the childminder's garden and visit local woods and parks. This contributes to their physical development and learning about healthy lifestyles. The childminder uses these routines to teach the children about road safety and how to take managed risks and keep themselves safe. These outings successfully promote children's knowledge of their local community and develop their physical skills.

The childminder ensures she follows good hygiene procedures and encourages children to do the same. As a result, children develop an awareness of their own self-care needs. For example, children know to wash their hands before having snack and dry them on their own individual towel. This reduces the risk of cross-infection. The childminder works with parents to agree arrangements for providing meals and discusses individual dietary requirements. Children are eager to feed themselves, which means that their self-help skills are appropriately promoted. They learn how to use equipment, such as knives and forks, safely and with control. This means that children do have some awareness of how they can keep themselves safe. Children are emotionally prepared for the move to pre-school or school, as they regularly visit these settings while taking and collecting older children. This helps them to become familiar with the new environment and supports their emotional well-being.

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

Children are looked after in a safe environment. The childminder has a good understanding of her roles and responsibilities in relation to the safeguarding and welfare

requirements. Well-written policies and procedures underpin her practice. These are shared with parents, so that they are also aware of her responsibilities in keeping children safe. She has a good understanding of child protection issues, which includes the safe use of mobile telephones and the procedure to follow in the event of an allegation against herself or family member. Consequently, children are well protected. Detailed risk assessments and daily checks ensure that the environment is safe for children and potential hazards are identified. For example, all doors are kept locked and the key is put out of reach of children. Well-written evacuation plans, combined with regular practise of the fire drill, ensure children are well prepared in the event of an emergency. The childminder completes all the necessary paperwork, for example, the recording of children's daily attendance.

The childminder has a secure knowledge of the learning and development requirements. She understands the importance of assessing and monitoring children's learning. As a result, all children make good progress. The childminder is committed to continuing her professional development, by attending short courses. In addition, she has achieved a National Vocational Qualification at Level 3 in early years education. All of this professional development positively impacts upon the service that she provides. The childminder has completed self-evaluation, which identifies some areas for development. For example, she would like to further develop her garden area. Effective self-evaluation enables her to set appropriate targets to continuously improve learning opportunities for children. Through ongoing training and sharing best practice with other childminders, she is able to keep up to date with her practice in the early years.

Partnerships with parents are in the main, well established. Parents recognise how the childminder has helped their children's development, especially in their language and communication development. They state that the childminder provides lots of activities and fun times and their children enjoy coming. However, the childminder is yet to establish strong links with other early years providers that also share the care of the children. As a result, information about children's learning and development is not shared. The childminder has established links with external agencies and other professionals, in order to meet the needs of the range of children who attend.

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	EY374652
Local authority	Northamptonshire
Inspection number	878699
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	15/10/2009
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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