

Inspection date

03/03/2014

Previous inspection date

15/10/2009

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 teaches young children the basic skills they need to support their future learning well. She understands how the children learn best and what their interests are, enabling her to provide suitable opportunities for them to make good progress.
- Children are looked after in a safe environment. The childminder has a thorough understanding of child protection issues and makes sure that everything the children come into contact with, whether in her home or when they are out and about, is risk assessed and made as safe as possible.
- The childminder is well organised. She knows how to manage her business and ensures that documents and records are kept up to date and accurate. She maintains the security of her setting and of the children by being vigilant.
- The childminder is constantly reflecting on her practice, attending training and seeking support to enable her to provide the best possible care and learning for the children placed with her.

It is not yet outstanding because

- There is scope to enhance the already good opportunities for children to develop speaking skills by increasing vocabulary and their ability to string words into sentences.
- There is scope to provide more opportunities for children to develop confidence and balance as they learn to walk unaided.

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 children engage in free choice play and take part in planned activities and discussed these observations with the childminder.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of 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 and carers from information included in the childminder's documentation.

Inspector

Anne Archer

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged thirteen and ten years in Great Oakley, Corby, Northamptonshire. The whole of the ground floor and bathroom facilities on the first floor are used for childminding. There is an enclosed rear garden for outside play.

The childminder has 15 children on roll aged between nine months and ten years. Three children are in the early years age group. Children attend for a variety of sessions. The childminder walks to local schools to take and collect children. She operates each weekday all year round from 7.45am to 6pm except for bank holidays and family holidays. The childminder works alone, has experience of working in other types of day care settings and holds a relevant childcare qualification at level 3.

What the setting needs to do to improve further

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

- enhance the strong support already in place to extend children's use of vocabulary and their ability to string words into a sentence
- extend opportunities for children to balance to enable them to confidently walk unaided.

Inspection judgements

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

The childminder teaches young children the basic skills they will need to support their future learning well. She thoroughly understands how the children learn best enabling her to provide suitable opportunities for them to make good progress. The childminder gives children time to think about what she has asked them and then follows up their responses with supportive language or actions. For example, a child who has asked for breakfast is given a choice of cereals. The childminder observes children as they play and makes sure they are making good progress across all areas by tracking their learning in line with expected developmental milestones. She does this to make sure children gain the skills they need to be ready for the next stage in their learning. Any areas of concern are highlighted and steps taken to further support the child. For example, a child is being encouraged to speak more. The childminder shares information verbally with parents every day. She has also adopted an electronic assessment system that she uses to share

children's progress with parents. This enables them to add to their child's observations and assessments and they enjoy using it. The childminder also uses the system to monitor children's progress towards the early learning goals. She completes a full review of children's development and learning on a quarterly basis.

Children benefit from playing in an environment that is rich in opportunities for conversation and discussion. They are well supported in developing their communication and language skills although there is scope to develop children's vocabulary and their use of more words as they respond to the childminder's chat. Young children show that they understand how conversations work and listen intently to the childminder as she talks to them. They then respond in baby babble or with a few words. The childminder talks with parents when there are any potential concerns about development and offers advice and support.

Books are easily accessible and feature in the children's routine as they listen to stories at home with the childminder and attend Rhyme Time sessions locally. Children join in appropriately for their developmental stage. Children also visit local groups with the childminder which enables them to socialise with other minded children of a similar age and to play with different toys. They go on outings to local parks and talk about what they can see as they walk along the footpaths to and from school.

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

The childminder works hard with parents to settle children into her home because she understands how important it is to support the transition from home to her setting. Parents and children are invited to visit to ensure both parties are happy with the arrangements and the environment. There are warm and caring relationships evident between the childminder and the minded children that make them feel valued and secure. Children's behaviour is managed consistently well. They learn to share and take turns and older children learn to be considerate and caring towards their younger friends. Children are treated respectfully by the childminder and they thrive on the encouragement and praise they receive.

Children are looked after in a safe environment. Although children are encouraged to consider theirs and their friends safety as they play, the childminder makes sure that everything they come into contact with is risk assessed and made as safe as possible. For example, toys in the lounge area are rotated depending on which children will be present to ensure they are appropriate for their stage of development. Other toys and resources are freely accessible in the play room and children enjoy looking and choosing. However, there is scope to strengthen opportunities for children to develop their confidence and balance as they learn to walk unaided. The childminder reviews risk assessments for all walks and outing venues and updates them when anything changes. Children's personal care skills develop as they learn about the importance of hand washing at certain times. They learn where their individual towel is kept in the bathroom and enjoy squirting the 'smelly' soap onto their hands before rinsing them clean.

The childminder takes into account children's dietary needs and parental preferences when planning and preparing snacks and meals. She encourages children to try different fruits and vegetables at meal times. To save time and to maintain children's safety, she prepares meals in the mornings before the children arrive. Children's medical needs are known to the childminder. She holds a current paediatric first aid certificate and is confident to deal with minor accidents or illnesses. She is fully aware of the requirements for administering medicines and maintains a log signed by parents.

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. She has a thorough understanding of child protection issues and her procedures include use of mobile phones and cameras in her home during childminding hours, how to manage allegations against herself and her family and the safe collection of children. The childminder makes parents aware that she works alone and that she and her husband have undergone suitability checks with Ofsted so they can be assured of their children's safety. She adheres to adult/child ratios at all times and supervises the children well, particularly before and after school when there are a mix of ages.

The childminder is well organised. She has a good understanding of the requirements of the Early Years Foundation Stage and provides activities to support children's development in all areas of learning. She knows how to manage the business side of her provision to ensure that documents and records are kept up to date and that the security of her setting and of the children is maintained. Policies and procedures are reviewed and updated regularly and shared with parents so they can understand how her provision operates. As children move on to nursery or to school they are well supported by the childminder. She familiarises them with the new setting and liaises with staff to make their transition as easy as possible.

The childminder constantly reflects on her practice. She has gained an NVQ qualification in childcare at level 3 since her last inspection and continues to attend training and seek support to enable her to provide the best possible care and learning for the children placed with her. The childminder takes into account any comments from children and parents and uses these when reviewing her practice.

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	EY389911
Local authority	Northamptonshire
Inspection number	955519
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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