

Inspection date

05/11/2014

Previous inspection date

22/11/2010

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 has an excellent knowledge of child development, and her understanding of the Early Years Foundation Stage is good. She has a vast experience of supporting parents to work with external agencies, which helps children to acquire the skills and capacity to develop and learn effectively. As a result, all children make good progress towards the next stages in their learning.
- The childminder supports children with special educational needs and/or disabilities. She gives clear messages in helping children to feel emotionally secure. Consequently, all children are well prepared for changes in their lives, such as the move to school.
- The childminder has very good knowledge and experience of safeguarding and child protection procedures and has gained a keen awareness of how to keep children safe through her experience in childcare.
- The childminder understands the importance of keeping her skills up to date so that her provision is continually improving and provision is effective in meeting the needs of all children.

It is not yet outstanding because

- Stored toys are not easily identifiable to children and opportunities are not provided for them to show interest in illustrations and print in the environment. Children do not have daily access to the well-resourced outdoor play area when the weather is not warm.

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 looked at children's assessment records and carried out observations with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection and looked at her policies and insurance documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and looked at a range of other documentation, including the safeguarding procedures.
- The inspector checked suitability of the areas of the premises used for childminding and the play resources both inside and outdoors.

Inspector

Tracey Firth

Full report

Information about the setting

The childminder registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who also works as her assistant, and their child in Barton-upon-Humber in North Lincolnshire. All of the ground floor, the first floor bathroom and one bedroom are used for childminding purposes. There is an enclosed rear garden available for outdoor play. The family has a number of pets, including a dog, six cats and two rabbits. There are currently 13 children on roll, five of whom are in the early years age range. Children attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. Operating hours are from 6.30am to 6.30pm, Monday to Friday, all year round including school holidays. 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:

- extend children's access to the well-resourced play environment outdoors to support their all-round development and emotional well-being, extending their knowledge and understanding of the natural world as they experience play in different weathers and seasons
- enhance the educational programme for literacy further by providing opportunities for children to show interest in illustrations and print in the environment, so that children can begin to recognise familiar letters and words on the resources they use regularly, in preparation for school.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and the educational programmes. She is mindful of how children learn and monitors their progress through careful observation and assessment. She considers children's individual interests when planning activities and outings, such as, trips to the park, local shops, a boating lake or the coast. Older children are also treated to cinema trips. This introduces the children to their local environment and provides them with real life learning experiences, which extend their knowledge of the world around them.

The childminder meets the learning and development needs of each child by carefully planning individual next steps to ensure that all children are effectively challenged. Her in-depth knowledge of child development has enabled her to devise and implement

strategies that have helped many children to reach their learning goals, particularly those with special educational needs and/or disabilities. Consequently, the childminder provides children with a range of activities, ensuring they make good progress in all the areas of learning required for school readiness. However, literacy is not maximised in the playroom, so that children can begin to recognise familiar letters and words on the resources they use regularly.

A regular exchange of information helps to keep parents updated on their children's achievements and contributes to continuity of learning at home. Parents are sensitively consulted during the settling-in period, which helps the childminder to identify their children's cultures, routines, characters and interests. Initial information collected is thorough and learning journals are detailed with each child's history, achievements and progress. Consequently, parents are fully aware of their children's progress.

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

The childminder and her assistant work together very well in recognising opportunities to give attention and affection to children. They provide a comfortable and welcoming environment where children are happy and clearly feel secure. Their combined experience of caring for children means they both give clear messages in helping all children to feel emotionally secure. For example, lots of cuddles are offered to babies, which helps them to form secure emotional attachments. The childminder is skilled in helping children to learn about the diversity of families and different family constructs. Children's emotional well-being is very well supported as they learn to cope with change and consider the feelings of other children also experiencing significant changes in their lives.

Effective settling-in procedures help to promote children's sense of security and enables them to get to know the childminder and her family over a period of time. All toys, play materials and equipment are of suitable design and condition, and help to provide a stimulating environment for children. The childminder ensures the environment is kept safe for children to play in and children learn how to keep themselves safe because they understand rules. Minded children are made to feel part of the family and are well behaved. As a result, children are making relationships and developing their social skills. This helps children to feel emotionally ready for their eventual move to school.

Healthy lifestyles are promoted because children are provided with nutritious food. The environment is kept clean at all times and children's personal needs are met. For example, eating surfaces are cleaned before each use and children know to wash their hands before eating begins. Physical exercise is promoted through the indoor and outside resources that the childminder provides for children to play on. As a result, children are learning to care for themselves and to keep themselves healthy. However, children do not have daily access to the stimulating and well-resourced outdoor play area when the weather is not warm. This means children are unable to make the most of their existing knowledge and understanding of exploring the natural world or experience play in different weathers.

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

The childminder is fully aware of her safeguarding responsibility to protect children and of potential indicators of abuse and neglect. She is clear about the local procedures and has all relevant contact details, should she have concerns regarding a child in her care. Records, such as risk assessments are maintained and used effectively to ensure potential hazards are continually identified and minimised. Clear and well-written policies and procedures ensure children's safety and well-being underpin good practice. Consequently, children's safety is paramount to the childminder's practice.

The childminder understands the learning and development requirements of the Early Years Foundation Stage. She carries out effective planning by following children's interests to ensure teaching is relevant to the child. Regular observations and assessments ensure that children receive support in progressing towards their individual learning goals. She is knowledgeable of progress checks for children aged between two and three years, and she shares progress records with school and parents. The childminder has developed excellent partnerships to secure appropriate interventions for inclusion, and enable all children to receive the support they need to make good progress in all areas of learning.

The childminder understands the importance of keeping her skills and those of her assistant, up to date so that her provision is continually improving and meeting the needs of all children. She ensures her assistant is up-to-date with training, such as first aid and child protection. Together, they work closely as a team to ensure children are cared for in a secure, homely environment. They discuss the impact of their practice on children and use their combined experience to implement strategies and next steps to help children's development. For example, core balance strategies were implemented for children with balance issues. The childminder has further developed the system for assessing children's progress, and risk assessments are thorough as recommended at her last inspection. The childminder strives to continually develop her provision to ensure children benefit from good standards of care and learning.

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	EY394894
Local authority	North Lincolnshire
Inspection number	859651
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	22/11/2010
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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