

Inspection date	08/11/2012
Previous inspection date	14/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel safe and secure with the childminder who provides a caring environment where they have familiar routines and talk regularly about their home life.
- The childminder has a good understanding of how to promote the health and safety of children in her care. Children are cared for in a safe and welcoming setting where they access a range of good quality toys and equipment.
- Friendly and close relationships are established with parents in order to share on-going information regarding children's welfare and to promote continuity of children's care.

It is not yet good because

- Self-evaluation lacks clarity and is not fully effective in identifying strengths and weaknesses in order to continually improve.
- Planning is not matched to rigorous assessments of children's needs in order to effectively plan for children's progress towards the early learning goals.
- Information regarding children's progress towards the early learning goals is not shared with staff at other settings in order to enable all those working with children to plan cohesively for their individual 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 main downstairs rooms used for play.
The inspector spoke with the childminder and the children at appropriate times
- throughout the observations and spoke with a parent who was also present for part of the inspection.
- The inspector looked at children's learning journeys, the childminder's self-evaluation form, a selection of policies and children records.

Inspector

Sarah Measures

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and children aged 12 and six years in the Corby area of Northamptonshire. The childminder is close to shops, parks, schools and public transport links. The whole of the downstairs of the childminder's home is used for childminding purposes and there is a fully enclosed garden for outdoor play. The family has a German Shepherd dog and a cat.

The childminder is registered by Ofsted on the Early Years Register and on the compulsory

and voluntary parts of the Childcare Register. There are currently six children on roll, three of whom are within the early age range. All children attend on a part-time basis. The childminder holds a relevant level three qualification. She takes and collects children to and from local schools and regularly visits a childminding group. She is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- assess each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan the next steps for each child.

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

- develop a thorough self-evaluation that takes into account the views of parents and children and is the result of careful monitoring, analysis and self-challenge
- improve partnership working with other Early Years Foundation Stage providers in order to identify children's needs and support them to progress towards the early learning goals.

Inspection judgements

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

The childminder has a sound knowledge of the prime and the specific areas of learning. She has adapted her planning to cover all seven areas of learning which means children take part in a variety of adult-led and child-initiated activities. The childminder works well with parents sharing information regarding children's likes, interests and any concerns regarding children's development. This enables the childminder to plan activities that children enjoy. However, information is not shared with other settings that children attend. This means all those involved in children's learning do not plan cohesively for their individual progress towards the early learning goals.

The childminder observes children within the seven areas of learning. However, she does not assess their progress towards the early learning goals effectively. This means children's learning is variable as it is not matched to their individual needs in order to prepare them well for school. Children concentrate well at the activities they enjoy. The childminder shows a number of strengths in her teaching practices as she gently

encourages children to explore their own ideas. She subtly gives ideas that children can follow if they wish and she brings out additional materials and resources in order to extend children's enjoyment and concentration. Children learn different techniques and use their imagination. For example, they experiment with different tools, materials and paint to make leaf pictures. They develop a natural curiosity and desire to learn as they mix different coloured paints to see what happens.

Children count and look at numbers during activities and games. They have opportunities to make choices within their play, while activities, toys, books and games are varied to give new opportunities. Children take part in adult-led learning where they particularly focus upon a specific area of learning. For example, children play a game where they match pictures of 'opposites'. This is a good opportunity to introduce new language and children learn to share and taken turns while having fun. Children also enjoy stories with the childminder who makes them interesting by using props to act out the story. All children have fun and they do make progress. However, planning is not systematic enough to ensure they are challenged and reach their full potential in all areas.

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

Children are happy, settled and look forward to spending time with the childminder. Positive relationships exist between the childminder and the children and also between the children themselves. Relationships are fostered by the childminder's warm and friendly interactions. The childminder discusses children's home life, which values and includes children in the setting. Children have opportunities to gain different experiences and to make friends out of the setting as they regularly visit a childminding group. The childminder gives high priority to the safety of the children who play and learn in a safe, welcoming and accessible setting. Children are encouraged to consider their own personal safety when they are out of the setting. For example, they learn about road safety and 'stranger danger'.

Children are well-behaved because the childminder positively interacts with them and is a good role-model. She encourages children to share, to use good manners and to respect and consider others. As a result, children show compassion and concern for their friends and show a good understanding of how to manage feelings and behaviour. Children make healthy choices within their snacks and meals. They enjoy regular opportunities for outdoor play which encourages them to enjoy outdoor learning and to develop healthy habits and routines. Children develop personal independence through good hygiene routines at the setting. They use different large play equipment in the childminder's garden and they visit local parks to challenge and develop their physical skills, strength and control. The childminder works closely with parents in order to value and include children within the setting. A good range of policy information is shared with parents in order to promote continuity of children's care. Parents clearly value the care the childminder provides for their children.

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

The childminder is committed to improving the provision for children. She has completed relevant training since her last inspection in order to improve. She works closely with other childminders in order to keep abreast of changes and to gain ideas for improvement. She regularly meets with other professionals in order to share good practice ideas. However, she has not yet devised a system of self-evaluation to continually reflect and plan for improvements across all aspects of children's welfare and their learning and development.

The childminder organises her records to meet with the requirements and to support children's health and safety. She has a range of health and safety policies and procedures in place to support appropriate practice. The childminder has thorough policies and procedures prepared to protect children from abuse and neglect. For example, she has a sound awareness of the possible signs of abuse and knows what action to take to protect children. She carefully risk assessed all aspects of the provision to ensure children's safety. She is well aware of potential hazards to children and she supervises children well to keep them safe. The childminder has open relationships with parents who know how to raise any concerns that they may have. This supports the safety and well-being of the children in the setting and offers parents reassurance.

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	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	EY401708
Local authority	Northamptonshire
Inspection number	875193
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	17
Number of children on roll	6
Name of provider	
Date of previous inspection	14/06/2010
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 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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Piccadilly Gate
Store St
Manchester
M1 2WD

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