

Inspection date

28/10/2014

Previous inspection date

18/05/2010

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 understands her role and responsibilities as she implements the Early Years Foundation Stage and the educational programmes well. She strives to provide children with a broad and balanced curriculum so that they make good progress.
- The childminder works in partnership with parents very well to ensure that every child's individual care needs are effectively met.
- The childminder has arrangements in place to reflect on and self-evaluate her practice. She understands the importance of continuing to keep her knowledge and skills up to date so that children benefit from good standards of care and learning.
- Children are well supported in developing an understanding of the importance of physical exercise and a healthy diet and to manage their own personal care.
- The safeguarding and welfare requirements are understood by the childminder through clear policies and procedures. These are embedded into the daily routine, to ensure children are kept safe.

It is not yet outstanding because

- During the inspection opportunities were sometimes missed to entice quieter children into active play experiences so that their developing confidence was broadened.

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 checked suitability of the areas of the premises used for childminding and looked at resources, both inside and outdoors.
- The inspector observed children during a free-play session.
- The inspector looked at children's assessment records and a range of other documentation, including the childminder's policies and insurance, and the safeguarding procedures.
- The inspector checked evidence of suitability of all household members, and the childminder's qualifications.

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 and their three young children in Saxilby, Lincolnshire. All areas of the home are used for childminding purposes, with care normally provided on the ground floor, with the exception of a second kitchen and a music room. There are bathroom facilities on both floors and an enclosed garden for outdoor play. There are currently five children on roll, one of whom is in the early years age range. The childminder offers overnight care. Operating hours are from 7.30am to 6.30pm, Monday to Friday, all year round, including 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:

- review how to make better use of all play opportunities to entice quieter children into active play to better support their growing confidence.

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 how children learn. She devises free-play experiences from her good range of resources, to ensure a variety of activities are available to help children make progress in their learning. Information is gathered from parents and other settings that children attend, to form a baseline of what children can already do. From this, progress is monitored through careful observations and assessments. The childminder uses this information to plan a challenging range of activities for children. As a result, children are active learners and enjoy spending time in the childminder's care. However, during the inspection opportunities to entice quieter children into active play were sometimes missed, which means their developing confidence is not always maximised.

Children's interests are followed, such as trips to play at the children's centre, or a walk to the local grocer's shop to choose and independently pay for fruit and vegetables. This promotes independence and social skills, introduces the children to mathematics, to their local environment and provides them with real life experiences, which extend their knowledge of the world around them. Consequently, the childminder provides children with a range of activities, ensuring they make good progress in all areas of learning. It also supports them to be developmentally ready for school.

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

questioned during the settling-in period, which helps the childminder to identify their children's 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 provides a comfortable and welcoming environment where children are happy and clearly feel secure. She is skilled in enabling children to form secure emotional attachments as she provides them with lots of attention. 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. She offers cuddles and is patient when interacting with the children. The childminder consistently talks to children in a respectful and gentle manner. 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.

The childminder ensures the environment is kept safe for children to play in. A good collection of toys are kept clean and some are stored away until children request them. The childminder considers which toys to set out, so they are appropriate for the age and stage of children attending and are within easy reach for them to access. Independence skills are encouraged, as children are able to choose from a wide range of resources. Risk assessments are maintained and reviewed regularly and fire evacuation procedures are in place. As children practise the fire evacuation procedures, they learn how to keep themselves safe in an emergency.

Healthy lifestyles are promoted because children are provided with nutritious food. Milk, water and fruit are available throughout the day. The childminder ensures 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, such as the swings and trampoline in her garden. Independence skills are practised, such as children wiping up their spills at snack time. As a result, children are learning to care for themselves and to keep themselves healthy.

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. The childminder supervises children well to ensure they remain safe. Her home is a safe environment for children and she ensures that they are also safe on outings. Records, such as risk assessments are maintained and used effectively to ensure potential hazards are continually identified and minimised. All medicines, sharp instruments and cleaning substances are secured to prevent children's access to them. Consequently, children's

safety is prioritised.

The childminder understands her responsibility to implement the required educational programmes. She supports all children to make progress from their starting points. The childminder has good partnerships with parents, which enables a two-way flow of information that fully involves parents in their children's learning. Effective methods of tracking children's progress and planning individual next steps are in place. The childminder completes progress checks for children between the ages of two and three years and prepares progress files for new settings that children attend. As a result, the monitoring of teaching and learning is effective, which enables children to make good progress in all areas of learning.

A good range of policies and procedures provide parents with clear information about the daily operation of the provision. Sound communication systems ensure parents are kept well informed of their children's care and achievements. The childminder has effectively developed partnerships to enable her to complement the learning that takes place in children's lives when they attend other settings. The childminder carries out self-evaluation and works closely with her local early years advisory team to ensure her own skills and provision are current, in order to provide the best experience for children. She has made improvements by working on the recommendation raised at her last inspection and she 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
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY401842
Local authority	Lincolnshire
Inspection number	850387
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	18/05/2010
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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