

Inspection date	11/03/2014
Previous inspection date	23/05/2012

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

- The childminder knows the children extremely well and meets their individual needs through effective teaching. As a result, children are eager to learn and demonstrate a high level of engagement.
- The childminder works closely with parents and keeps them well informed about their children's progress and development.
- The childminder manages the business side of her childminding well and knows what needs to be done to improve her practice.
- The childminder has a good level of understanding of how to safeguard children and keep them safe and secure in her care.

It is not yet outstanding because

- Opportunities for all children to use the garden to explore and investigate the natural world are not fully extended.
- Methods for helping parents to support their children's learning at home are not embedded in order to extend children's good learning even further.

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 undertook a tour of the premises and the area used for childminding, including the outdoor areas.
The inspector looked at a range of documents relating to the children and to the setting, including the self-evaluation form, policies, procedures and the children's records.
- The inspector observed activities within the lounge and care routines.
- The inspector spoke with the childminder during the course of the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder and household members aged over 16.

Inspector

Andrea Price

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 14 years in the Wellingborough area of Northamptonshire. The whole ground floor of the house and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except Bank Holidays and family holidays. She supports children who speak English as an additional language and offers funded places for early learning for two- and three-year-olds. She 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 opportunities for all children to explore and investigate the outdoors, to further promote their understanding of the natural world
- develop further methods to enable parents to support their children's early learning at home, so that they can continue to extend the good progress in their learning and development.

Inspection judgements

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

The quality of teaching is good. The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage, including the requirement to review children's progress between two and three years. She completes useful observations and assessments of children on a fairly regular basis. The childminder gains useful information from parents about their children's routine and past learning experiences, using this to identify the children's starting points and ongoing development. This information enables the childminder to settle the children well, involving parents in their children's learning from the start. The childminder had begun to provide parents with some suggestions of how they may further support their children's learning at home. However, this is in its early stages and there is scope to build upon this to further enhance the children's good progress in their learning and development.

The childminder plans activities and play opportunities to support individual children's interests, relevant to their age and stage of development. She provides a good range of challenging and interesting activities, promoting the children's development in all areas of learning. As a result, children are engaged, motivated and keen to learn. For example, she recognised that very young children like to explore the world around them, so she provides natural resources for them to investigate safely. The childminder has a good understanding of how to identify topics of interests of the children and provides opportunities for them to integrate this into their learning. For example, a child who speaks English as an additional language enjoys playing with water. The childminder provides opportunities for the child to play using this media, consequently extending understanding of the English language and communication skills. The childminder gives running commentary during children's play, which helps them to link the action to the word, supporting children's understanding of the world around them. She takes children on many outings, taking advantage of the local parks, nature walks and toddler groups. This enables children to learn about their local community, while benefiting from being in the fresh air.

The childminder works hard to provide a stimulating environment, which is still homely for the very young children to feel secure and enthusiastic to learn. Print, numbers and pieces of children's artwork are displayed within the home celebrating children's achievements. The childminder provides good quality resources to support children's learning. These are easily accessible to children, encouraging them to become independent learners. That said, there is scope to extend the range of toys to enhance the outdoor play opportunities in line with those offered inside. Children enjoy playing outside and have fun splashing in the puddles, but the childminder has not fully developed the use of the garden to provide opportunities for children to explore the natural world, for instance, by investigating features of the environment, examining things closely using magnifying glasses or taking care of plants and flowers outdoors. The childminder completes developmental records for each child, including photographs and observations of the children's achievements, using this information to plan for their individual next steps in learning. Children make good progress in their learning and development in this setting, and by the time they leave to begin school the childminder aims to ensure that they are well prepared and equipped with the skills they need for the future.

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

The childminder provides a warm, homely environment which enables the children to feel relaxed and emotionally secure. The children form secure relationships, showing they are happy and content in her care. The childminder supports the children to separate well from their parents, responding to their emotional needs. For example, she recognises when a very young child is wary of visitors and seeks comfort and reassurance. The childminder gathers a large amount of information from the parents before their child starts, such as what they like to do and topics of interest, as well as their sleeping and eating routines. Settling-in arrangements are very much catered to the child and their family's needs. This helps to ensure a happy, smooth transition between the home and her care. The childminder recognises that this can be an anxious time for parents and

provides them with lots of reassurance that their child will be well cared for during their absence.

Good standards of hygiene in the home help to keep the children healthy, and they are learning how to manage their personal hygiene effectively. For example, the childminder supports a child's growing independence and self-care by using toilet training methods and encourages children to wash their hands before mealtimes, helping to prevent the spread of infection. The childminder has a good understanding of nutrition and healthy eating and supports parents to provide healthy options for their children's snacks and meals. Children have a ready access to drinks to keep them hydrated. The childminder encourages children to sit at the table for their meals. Young children understand this and sit in their chairs when the childminder suggests they have snack, which helps to develop their personal and social skills during mealtimes. The youngest children are encouraged to 'have a go' at feeding themselves and are soon able to do this successfully. Children enjoy daily walks to the local school, parks or toddler groups. This promotes their physical development and social skills.

The childminder teaches children about acceptable behaviour, for example, how to share their toys and be kind to one another. She uses lots praise to give encouragement to be helpful and cooperative, building their self-esteem. The childminder is a good role model for the children, treating them with respect and kindness. She gives a high priority to keeping the children safe. She discusses topics, such as how to keep themselves safe during walks to school, which helps them understand about risk. Further safety measures are practiced during outings. For example, children are reminded to hold the bannisters when they climb down the ladders and stairs, while older children are reminded to remain in sight of the childminder at all times.

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

The childminder has a good knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She uses a number of good procedures and strategies to organise and maintain her setting. The childminder is aware of her responsibility to safeguard children in her care and how to protect a child if she has a concern. She and her husband have undertaken Disclosure and Barring Service checks to demonstrate they are suitable to be in contact with children. In addition, the childminder maintains an up-to-date paediatric first aid certificate. All required records, such as those relating to attendance and accidents, are clear and concise. She maintains good records of risk assessments of the home, inside and outdoors, and for all types of outings, providing a safe and secure environment for children to learn and explore. This means the childminder appropriately promotes children's well-being and has procedures in place to keep them safe and secure.

The childminder understands the importance of continuous professional development and is working towards a formal qualification in early years care and education. In addition, she has attended further training workshops, such as observation and assessment. As a result, she is now able to offer funded early learning for two-year-olds. The childminder

shares her good practice with others and welcomes the support of her early years advisor. The childminder consistently reviews her service and provision through self-evaluation, including the parents' views. This allows her to recognise where improvements are required to improve the provision for all children. She has carried out the recommendations from her last inspection. For example, she has adopted an organised approach to using observations of children at play to assess their learning and development. As a result, she plans for the next steps in each child's developmental progress towards the early learning goals. The childminder is aware of the need to provide parents with a progress check at age two for children when the time comes. She uses the children's developmental records to produce a written report stating how the child is progressing, highlighting their strengths and any weaknesses in their development.

The childminder has a positive relationship with parents and extended family members. She engages in daily conversations with them regarding their child's learning and daily activities. To support the process of information sharing with those parents who are harder to reach due to working commitments, the childminder provides a daily diary. She supports a number of families who speak English as an additional language. As a result, strong relationships are formed and parental contributions are good. Comments from parents include 'I'm really happy. My child has had a lovely week with you' and 'I couldn't have asked for a better childminder'. The childminder is aware of working in partnership with other professionals and has contact with the local school and Sure Start centres. She has a good level of understanding of the importance of having good lines of communication to support the continuity of care for children.

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. 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	EY418725
Local authority	Northamptonshire
Inspection number	879965
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	23/05/2012
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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