

Inspection date

Previous inspection date

06/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- Children behave well and respect each other because the childminder demonstrates positive behaviour. She encourages children through ongoing praise and reassurance which means that children's emotional well-being is promoted successfully.
- The childminder provides a welcoming environment and conducts regular risk assessments which help to keep children safe at all times.
- Children settle well in the setting because the childminder uses information from parents to inform her practice. She follows familiar routines that children and babies are at ease with.

It is not yet good because

- The childminder has not updated her knowledge and understanding through continuous professional development. As a result, she does not have a comprehensive knowledge of the Early Years Foundation Stage and some aspects of her training are not current. This means that children do not make the best possible progress.
- The childminder does not consistently use accurate assessments of children's progress across the seven areas of learning to plan next steps for each child. As a result, children are not always provided with activities that are sufficiently challenging.
- The childminder does not robustly monitor and evaluate areas of development within the setting, which means that improvements are not always swiftly addressed.

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.

Inspection activities

- The inspector observed activities in the conservatory, kitchen and outside area.
- The inspector looked at a range of documents and records.
- The inspector discussed the childminder's observations, assessment and planning.
- The inspector conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector interacted with children during the inspection.

Inspector

Karen Tyas

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register. She works in partnership with her mother, who is also a registered childminder. The childminder provides her childminding service at her mother's home in Louth, Lincolnshire. The ground floor of the property is used for childminding purposes. There is an enclosed garden suitable for outdoor play. A school, shop, library and toddler groups are within walking distance. The family keep a dog and a cat as pets. There are currently three children on roll in the early years age range. Children attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years. The childminder cares for children all year round, from 7.30am until 2.45pm, Monday to Friday, except for family holidays and bank holidays.

What the setting needs to do to improve further

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

- increase understanding of the Early Years Foundation Stage through continuous professional development, to ensure that children learn, develop and are kept healthy and safe
- assess children's progress across the seven areas of learning in relation to their age and stage of development, and use this information to plan enjoyable and challenging next steps for each child.

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

- improve the monitoring and evaluation of the setting to ensure that areas of development are robustly identified so that improvements are more swiftly addressed, in order to effectively promote children's learning and the continuous improvement in the quality of the setting.

Inspection judgements

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

Children are happy and kept busy at the setting. For example, young children smile and laugh as they use the slide and throw balls in the rear garden. The childminder makes regular observations of each child's achievements and interests. However, the childminder does not consistently use accurate assessments of children's progress across the seven areas of learning to plan next steps for each child. As a result, children are not always provided with activities that are sufficiently challenging in order to support them to make

good progress. The childminder understands the different ways that she can encourage and support children as their language skills develop. For example, she talks to children about what they are going to be doing and asks questions. The childminder effectively models words and phrases. She repeats back words that young children have attempted to pronounce which also helps children feel that they are listened too.

Children are acquiring the skills they need in order to be ready for school because the childminder supports them to become independent. For example, children feed themselves, are encouraged to wash their hands after using the toilet, and learn to remove their own coats and shoes. Children listen carefully and respond well to simple instructions, which helps to support emerging social skills. Young children's physical skills are enhanced as they learn how to hold a paintbrush and crayons when they are given opportunities to make marks. The childminder demonstrates awareness of how to complete the progress check for children between the ages of two and three years which supports early intervention systems and the development needs of children. Parents contribute to their child's learning through daily discussions with the childminder and through their child's All about me files which are sent home. This provides parents with opportunities to support and contribute to their child's learning at home and promotes consistency between both settings.

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

Children settle well at the setting because the childminder uses information from parents to help them feel secure when they first start attending. She knows the children well and understands their likes and dislikes which helps children to develop a sense of belonging and to feel valued. The childminder demonstrates flexibility in her settling-in procedure and follows routines and structure that children are familiar with. For example, the childminder ensures that babies are able to sleep whenever they are used to falling asleep at home. This ensures continuity and consistency between settings and provides reassurance for children, supporting their emotional well-being. Children's emotional well-being is further enhanced because the childminder provides a broad selection of toys that promote self-confidence and self-motivation.

Children form secure relationships with the childminder because she comforts them with cuddles and reassuring words. She is motivated and enthusiastic as she interacts with young children at their level. For example, young children sit on the floor with the childminder and play with a wooden toy birthday cake and toy train. The childminder offers children the freedom to explore and investigate the toys and resources within the setting. This means that children's self-confidence is promoted and they are emotionally prepared for the next stage in their learning. Children are becoming emotionally prepared for changes, such as starting school. This is because the childminder talks to children about school and what to expect. She is an effective role model and as a result, children behave well in the setting. The childminder provides clear guidance about what is acceptable behaviour and praises children when they behave well. She also uses books and dolls as a way to talk to children about the similarities and differences between people. As a result, children play cooperatively with each other and are beginning to understand diversity.

Children's self-confidence is promoted because the childminder gives them opportunities to make choices. This helps children to become independent and develops skills needed for when they start school. The childminder ensures that children have access to a broad range of indoor and outdoor equipment that promotes physical activity. For example, children benefit from playing with a toy kitchen, craft equipment and ride-on toys. They go on walks to the park and run around the nearby football field. Children also benefit from opportunities to play in the rear garden where they enjoy using scooters, bikes and a trampoline complete with safety enclosure. Children have access to healthy fruits and snacks. As a result, they develop a good understanding about why it is important to have physical exercise and a healthy diet. The childminder talks to children about possible risks within the setting. For example, children are asked to be careful when negotiating low steps and are not permitted to climb on furniture. As a result, children are developing an understanding and awareness of how to keep themselves and others safe within the setting.

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

The childminder has not yet worked in partnership with other agencies. However, she demonstrates the ability to work with other professionals. She is aware of early intervention strategies and targeted services that are available in order to support children to make the best possible progress. The childminder has a range of policies and procedures that she understands well. Parents are kept involved because the childminder shares her policies with them. The childminder invites general feedback about her service via discussion and questionnaires from parents. However, while the childminder reflects on her practice, she does not robustly monitor and evaluate all areas of development within the setting, which means that improvements are not always identified and swiftly made. For example, the childminder has not engaged in regular training, resulting in her practice, specifically in relation to children's learning, not being informed by up-to-date professional knowledge. As a result, children do not make the best progress. The childminder is available for parents to talk to when they collect and drop off their child. This ensures that the childminder is informed when providing for children's needs and interests and means that parents can contribute to their child's learning. However, the childminder's monitoring of the educational programmes lacks drive and results in inconsistent assessments of children's progress across all areas of learning. This demonstrates a weakness in her understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage.

The childminder ensures that all mandatory training is kept up to date in order to comply with statutory requirements. She demonstrates a sound understanding of safeguarding children and child protection procedures. She is aware of the signs and symptoms of abuse and is knowledgeable about the procedure to follow if she suspects a child may be suffering from, or likely to suffer from abuse. The childminder explains the procedure to follow and who to notify in the event of an allegation being made against her. This ensures that children are protected from harm. The childminder identifies potential risks within the environment and on outings. She understands how to minimise any potential

hazards and has ensured that the environment is safe and secure. This helps children feel safe during their time spent with the childminder.

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	EY424113
Local authority	Lincolnshire
Inspection number	886290
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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