

Inspection date

Previous inspection date

28/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 supports children's learning and development well because she has a good awareness of how young children learn and develop. This enables children to make good progress.
- The childminder demonstrates a high level of commitment to promoting children's safety. She maintains a safe home and has a good knowledge of child protection procedures. Therefore, children are fully safeguarded.
- The childminder establishes positive and caring relationships with the children, which successfully supports their emotional well-being. As a result, children are confident and happy.
- Children's social development and their understanding of the world around them are effectively broadened because the childminder takes them on a good range of outings and regularly attends a variety of different toddler groups.

It is not yet outstanding because

- Ways to gather additional information from parents about children's ongoing interests and achievements have not been fully explored, in order to enhance the planning of future activities.
- There is scope to further promote and support older or more able children to learn about words, by extending the use of signs and written words displayed in the playroom.

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 evidence of suitability of the childminder and discussed self-evaluation.
- The inspector conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the indoor and outdoor areas.
- The inspector spoke to the childminder at appropriate times throughout the observations and spent time interacting with the children.
- The inspector looked at children's learning journey records, planning systems, a selection of policies and procedures and children's records.

Inspector

Ann Austen

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged three and two years in the Abington Vale area of Northampton. The ground floor of the house and two bedrooms on the first floor are used for childminding. There is an enclosed garden available for outside play. The family has a pet dog. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and takes and collects children from the local school. There are currently five children on roll, one of whom is in the early years age group. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for Bank Holidays and family holidays. 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:

- devise ways to encourage parents to share what they know about the children's ongoing interests and achievements, in order to further enhance the planning of future activities
- enhance the playroom environment by expanding the use of signs and written words displayed to enable older, more able children to learn about words.

Inspection judgements

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

The childminder provides a varied and interesting range of challenging experiences to support children's progress across all areas. This is because she has a good understanding of how children learn and is able to successfully support their ongoing learning and development, so that they are well prepared for their future learning, including the move on to school. The activities provided are practical and developmentally appropriate for the children's age and stage of development. Children display positive attitudes to their learning and enjoy using their senses to explore a range of media and different textures. For example, children immerse their hands in the sand, create hand prints in the paint and use the cutters to make animal shapes in the dough. Additionally, they thoroughly enjoy pushing the cars through the shaving foam and develop their hand-to-eye coordination as they carefully use the metal spoon to transfer the coloured rice from one container to another. The childminder provides a good range of equipment which enables children to develop a range of physical skills. For example, children bounce on the trampoline, enthusiastically crawl through the tunnel and develop their climbing skills as they climb the

steps of the slide. Additionally, the childminder regularly takes children to local parks and country parks where they are able to run and expel their energy.

Ongoing observational assessments are used to find out and analyse how well children are developing and progressing. The childminder subsequently uses this information to develop the activity planning, based on the children's interests and next steps. She carefully tracks children's progress in each area of their learning, in order to check that all children are continuing to make good progress in relation to their starting points. However, procedures to encourage parents to contribute to these ongoing assessments, by sharing details of their child's learning at home, are not fully embedded. As a result, the childminder does not always have a complete picture of all of children's achievements to help her further enhance how she plans future activities. Through a combination of informal conversations and the completion of a daily diary, parents are kept appropriately informed about their children's day. For example, the childminder shares information about the children's care routines, such as the length of time they were asleep and the activities they have participated during their time with her. The childminder understands the requirement to complete a progress check for children aged between two and three years, when appropriate, so that she is aware of young children's progress at this stage. However, currently there are no children within this age group being cared for.

The childminder effectively joins in with children's play and motivates them to participate, question, learn and concentrate. For example, she supports younger children's enjoyment of books and develops their early literacy and mathematical skills. She points to the pictures, repeats simple words and counts the number of items on the page, such as the number of vehicles. However, there is scope to further enhance the use of signs and written words displayed in the playroom to enable older, more able children to learn about words. As a result, opportunities to promote and support children's literacy development are not always maximised. The childminder successfully supports young children's early speaking skills. She maintains an ongoing dialogue with the children, talking to them about what they are doing and using phrases, such as 'ready steady go' as the children prepare to push the cars down the cardboard tubes. This successfully adds to the children's enjoyment as they extend their vocabulary. The childminder also encourages younger children to use sounds in their play, such as 'brrrm' for the car. As a result, young children begin to imitate the sounds for themselves as they play. Children make friends and share experiences. For example, they chat and sit together at the table to draw and colour pictures, and they make new friends during visits to various toddler groups. In addition, the childminder successfully broadens children's range of experiences through a variety of planned trips. For example, children thoroughly enjoy stroking the rabbits at the local farm and enjoy regular trips to the pet shop to view the range of animals.

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

The childminder has established positive and caring relationships with the children, which supports their emotional well-being. As a result, children are confident, happy and settled in this homely environment and have secure attachments with the childminder. For example, young children seek reassurance as required and happily sit on the childminder's lap when they listen to a story. Children settle well because the childminder takes time to

find out about their requirements, preferences and routines at the start of the placement. For example, information is exchanged about any known medical needs and food preferences. This helps to ensure care is consistent, so that children make the transition from their home into the childminder's care with ease. In addition, all required consent and permissions are in place, which further supports their continuing well-being. The childminder understands the importance of supporting children's transitions on to other early years settings and reception class in school. This is achieved through supporting children to develop effective personal hygiene routines and to independently put on and take off their clothing. In addition, the childminder builds children's concentration and perseverance skills by providing suitable activities which require them to sit for a more sustained period of time. These skills help children to make a better start at school.

The childminder provides safe surroundings in which children have freedom to move as they want, while being kept safe. She understands how to safeguard children in order to ensure their continuing well-being and supervises them well. Records are kept of any accidents and medicines administered, and the childminder holds a current paediatric first-aid certificate. Children's understanding of their own personal safety is actively encouraged by the childminder. For example, road safety is reinforced during walks around the community, and children learn why it is dangerous to run indoors. Additionally, they learn to use the trampoline safely and sensibly. The childminder teaches children about acceptable behaviour, for example, how to share the toys and to display kindness to their friends. She builds children's confidence and self-esteem through regular praise and successfully uses distraction techniques, redirecting children to further challenging activities to prevent unwanted behaviour.

Children's health and well-being are promoted well. They have daily access to the outdoors for fresh air and exercise and are keenly encouraged to be active and energetic. In addition, young children are able to rest and sleep according to their needs. The childminder effectively supports children to management their own personal hygiene routines, such as washing their hands before snack. Additionally, the childminder maintains good standards of hygiene in her home, which helps to keep children healthy. For example, food preparation and nappy changing areas are very clean. The childminder has a good understanding of nutrition and healthy eating, and children have access to drinks, which ensures they remain comfortable and well hydrated. Mealtimes are sociable occasions. Children sit at the table and are encouraged by the childminder to use good manners. The youngest children are encouraged to feed themselves and are soon able to successfully do this. The childminder has obtained a five star food hygiene rating.

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

The childminder demonstrates a high level of commitment to promoting children's safety. She is fully aware of children's developing abilities and ensures that appropriate safety measures are in place to avoid dangerous situations. For example, safe barriers prevent young children from having unsupervised access to the stairs, and cupboards containing dangerous items in the kitchen are fitted with childproof locks. As a result, children are able to move freely and develop their play and ideas while remaining safe. In addition, the

premises and garden are secure. Consequently, children are unable to leave unsupervised and intruders are prevented from entering. Arrangements for safeguarding children are good. Clear procedures are in place for identifying children at risk of harm and liaising with the appropriate agencies. This ensures that children are well protected and their safety and well-being are given high priority at all times. The childminder has attended appropriate safeguarding training, and a written child protection policy and all relevant guidance documents are in place to support her. In addition, the childminder has developed a range of supplementary policies and procedures to support the effective management of her provision. For example, a behaviour management policy is in place. All adults living and regularly visiting the premises are checked and cleared through appropriate vetting procedures. For example, Disclosure and Barring Service checks have been completed.

The childminder has a good overview of the educational programmes. She has previous childcare experience and her planned activities are well matched to the children's age and stage of development. This means that children are supported effectively and make good progress in their learning. In addition, the tracking of the children's progress provides the childminder with an accurate overview of their development during their time with her, including any gaps where additional support maybe required. The childminder reviews her service and provision through self-evaluation, including obtaining the views of parents. This allows her to recognise where improvements are required to improve the provision for all children. For example, the childminder intends to attend additional training courses to expand her existing knowledge and skills.

The childminder develops friendly relationships with parents in order to support children's well-being and development. She has developed a portfolio of information to share with the parents about the service provided. Parents comment that they are pleased with the care and learning opportunities provided for their children. They state that the provision is a 'happy, safe, fun and enjoyable environment' and highlight the childminder's flexibility as being particularly helpful. The childminder fully understands the importance of developing partnerships with other early years providers and external agencies. She is able to discuss how to work with others to complement and support children's ongoing learning and development, and recognises the importance of early intervention and support.

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. 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	EY446376
Local authority	Northamptonshire
Inspection number	930896
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
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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Piccadilly Gate
Store St
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M1 2WD

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