

## Inspection date

Previous inspection date

13/11/2014

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 has a strong understanding of how each child learns and plans effectively for their next steps. As a result, children make very good progress in their learning, especially in communication and language.
- The childminder has a robust settling-in procedure in place. Consequently, children are extremely settled and happy.
- Children's welfare and safety are well promoted as the childminder has a good understanding of her roles and responsibilities to keep children safe.
- Partnerships with parents are good. This is because the childminder liaises closely with parents, regularly sharing observations and assessments of children's learning.

### It is not yet outstanding because

- Opportunities in the routine to fully embed children's emerging independence are not always maximised. For example, at snack time young children are not able to wash their hands independently.
- Children are not always encouraged to tidy away after themselves. As a result, opportunities to develop an understanding of caring for their environment are not fully maximised.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the premises and enclosed outdoor area, and observed activities in the childminder's main room.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked through children's assessment records, reviewed a selection of records, policies and procedures and a selection of other documents.
- The inspector checked evidence of suitability and training of the childminder, and all household members over the age of 16.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Samantha Hoyes

## Full report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and three children in Scunthorpe, Lincolnshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. There are currently three children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- maximise opportunities for children to develop their independence skills consistently, for example, by washing their own hands before snack
- encourage children to care for their environment, for example, by tidying away resources when they have finished using them.

## Inspection judgements

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

The childminder has a strong understanding of child development and has high expectations for each child. As a result, children make very good progress in their learning. The childminder understands each child's needs and interests and adapts her activities and resources to meet these. This ensures that children are motivated and eager to learn. Children develop very good communication skills. This is because the childminder takes time to listen and respond sensitively, adding dialogue to children's play. For example, the childminder spends extended time reading an animal storybook, talking about the animals and the different noises and actions they make. Children join in excitedly making their own noises and actions. This approach also supports children's listening and attention skills. As a result, children are developing the skills they need for the next stage in their learning such as school.

Effective use of observation and assessment allows the childminder to plan appropriate next steps for each individual child. This ensures that children develop in every area of learning. For example, the childminder follows children's interests in posting and introduces maths, counting out the counters. As a result, children develop their mathematical skills. They develop their understanding of the world through walks to the park and visits to the shop, as well as using information and communication technology to

enhance activities.

Partnerships with parents are good. The childminder liaises closely with children's parents, gathering starting points on entry and sharing progress daily. Consequently, children are well supported and continually make progress in their learning. The childminder completes the progress check for children between the ages of two and three years, which provides parents with information about their children's strengths in their learning and next steps. As a result, all children are supported and interventions are effective. This also ensures children with special educational needs and/or disabilities make good progress in their learning.

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

The childminder provides warm and caring relationships for all children. As a result, children are happy and settled in her care. For example, children actively seek out comfort from the childminder when they begin to feel tired. On entry to the setting, the childminder spends time getting to know children and gathers a wide range of information from parents so she is best able to meet their child's needs. As a result, children's care needs are met extremely well. Children are emotionally well prepared for the move to the next stage in their learning, such as school. This is because the childminder takes time to talk about the changes and role play new experiences with them.

Children are encouraged to be healthy. This is through healthy options at snack time and the role modelling of good hygiene practices. However, there is opportunity at these points in the routine to fully embed children's emerging independence. For example, at snack time young children are not able to wash their hands independently due to the height of the sink being used. Children's behaviour is good. This is because the childminder is a positive role model and has clear expectations. For example, the childminder introduces a music box and role models the xylophone, and children delight as they too make noises on the keys. However, children are not consistently encouraged to tidy away after themselves and as a result, opportunities to develop children's understanding of caring for their environment are not fully maximised.

The environment supports children's emotional well-being because there is a welcoming and calming feel, enhanced by a variety of appropriate pictures and signs. The living room provides a quiet space to relax if children need to and as a result, children are settled. Outside, the childminder provides resources for children to take appropriate risks, such as large slides and a variety of tricycles and bicycles. Consequently, children develop their physical skills and learn to manage their own safety.

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

The childminder demonstrates a good understanding of safeguarding procedures. For example, she understands what to do in the event of a concern about a child in her care.

In addition, she ensures that anyone living in her home has the relevant Disclosure and Barring Service checks. As a result, children are safeguarded from harm. Thorough risk assessments are in place, identifying and minimising any potential hazards. Doors and gates are kept locked at all times. Consequently, children are kept safe.

Children's learning is monitored through accurate assessments to ensure that all children are making good progress. Extra support is provided where needed to ensure any gaps in learning are closing. This results in all children making good progress. Self-evaluation is in place and identifies any areas for improvement. The childminder has close links with other childminders and this further supports her self-evaluation process. This drive for improvement ensures that experiences for all children are positive.

Partnerships with parents are good. Parents comment that they are happy with the care received and recent questionnaires completed by parents are very positive. Daily discussions, text updates and daily diaries for children reinforce this positive parental partnership. As a result, parents are fully involved in their children's learning. Partnerships with others, such as the local authority, are good. This allows the childminder to shape practice to optimise the learning for all children.

### **The Childcare Register**

The requirements for the compulsory 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. 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

|                                    |                    |
|------------------------------------|--------------------|
| <b>Unique reference number</b>     | EY446505           |
| <b>Local authority</b>             | North Lincolnshire |
| <b>Inspection number</b>           | 899880             |
| <b>Type of provision</b>           | Childminder        |
| <b>Registration category</b>       | Childminder        |
| <b>Age range of children</b>       | 0 - 8              |
| <b>Total number of places</b>      | 6                  |
| <b>Number of children on roll</b>  | 3                  |
| <b>Name of provider</b>            |                    |
| <b>Date of previous inspection</b> | not applicable     |
| <b>Telephone number</b>            |                    |

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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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