

Inspection date

Previous inspection date

04/01/2013

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

- Children's social and emotional needs are well met by the childminder. Relationships are good and children are happy, settled and secure.
- Children's safety and good health is protected well. The childminder identifies and successfully minimises risks in her home and on outings. Children are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.
- Children make good progress because the childminder effectively observes and assesses their level of achievement. She is aware of, and plans in accordance with their different interests, as well as their stage of development.
- Partnerships with parents are effective. Information provided by parents enables the childminder to clearly identify starting points for learning and parents' views are highly valued.

It is not yet outstanding because

- The childminder does not always ask children open-ended questions when talking with them, in order to fully extend their thinking and promote language development.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed activities as children played in the ground floor playroom and outdoor area.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives in Rushden, Northamptonshire with her husband and three children aged 12, ten and eight years. The whole of her house is used for childminding. The bathroom is on the first floor. There is a fully enclosed garden available for outside play. The family has a pet rabbit.

The childminder is currently caring for six children. Of these, four are in the early years age range and one is aged over eight. She takes and collects children to and from local schools and pre-schools. She childminds all year round.

The childminder supports children who speak English as an additional language. She has completed training courses in first aid and safeguarding.

What the setting needs to do to improve further

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

- extend children's thinking and language development by using more open-ended questions.

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 the learning and development requirements. During each child's induction the childminder obtains comprehensive details on care needs and on the child's stage of development. Therefore, initial assessments are effective because information from parents, on what their child already knows, is used to inform next steps planning. Observations are recorded and the childminder tracks children's progress against the Development Matters guidance. Children make good progress because the childminder plans in accordance with their interests, as well as their stage of development. Consistency for children between the childminder and home is addressed well. Time is spent sharing information verbally each day and learning journey folders are always available in order for parents to be included in their child's early education. The childminder is aware of the importance of working with other providers, as well as parents, to ensure consistency. This currently relates to sharing information with the reception class teacher in the local school.

Resources are safe and support children's learning and development needs well. Communication between the childminder and children is generally good, as she successfully interprets young children's actions, as well as words. For example, young children indicate their desire to play outside as they lean against the conservatory door. Children aged under two years are able to put two words together and ask simple questions and their language is developing well. However, the childminder does not consistently extend their thinking and language development because her questioning is

sometimes closed. There are times when she answers her own questions before a child has the opportunity to do so. Support for children who speak English as an additional language is good. The childminder encourages children to use and develop their home language, as well as learn English as they play. Older children are able to recognise letters and some words and the childminder provides books with print in English and the children's first language. All children enjoy looking at books with the childminder. Young children choose books containing pictures of animals and they enjoy making the sounds that the animals make.

Children's manipulative skills are developing well. Young children learn to match colours and shapes, as they play with shape sorters. The childminder encourages counting to three, with one to one correspondence, as she supports their play. Older children recite numbers to 20 and they are able to count out, up to five objects, from a larger group. Children explore the texture and make marks with their hands in resources, such as, paint, dough, mud and tea leaves. They enjoy easy access to different writing materials and older children are able to write their own names. In the garden children practise catching, throwing and kicking skills as they choose from a variety of bats, balls and footballs. They gain confidence and skills as they climb and slide. Young children repeat games that they have enjoyed in the playroom. For example, indoors they post toys into shape sorters and outside they post toys through the letter box of the play house, so making connections in their learning. Children instigate and enjoy hide and seek games with the childminder. Young children are beginning to role play as they repeat their own experiences in their play. They show care for dolls as they treat them like babies. They sit them on low chairs at the table and pretend to feed the dolls play food. They happily make sounds as if talking to their babies in the same way that the childminder talks with them, so developing their communication skills.

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

Children are settled, happy and confident and the relationship between the children and the childminder is very good. Their emotional security begins with a good settling-in procedure. They enjoy the involvement of the childminder in their play and she offers good support. The childminder is aware of the importance of preparing children for their transition into other early years settings and reception class in school. She identifies that positive reinforcement is key in order to promote children's self-esteem. Children's independence is promoted well as they choose and select resources from well-organised storage.

The childminder ensures that her home is warm and welcoming for children and their parents. Children's well-being is promoted well because the environment is healthy and safe. The childminder teaches children how to keep themselves safe, for example, they learn how to cross the road safely and how to climb the stairs safely. Children's physical development is fostered effectively. They enjoy outdoor play in the garden throughout the year and the childminder talks with them about why they must wear warm clothing on a cold day. They enjoy walks in local woods and visit parks where large physical play equipment challenges them effectively.

The childminder makes sure that she is aware of children's individual care needs. For example, admission information includes good detail on dietary needs and any medical conditions. Children's well-being is promoted well because parents are provided with information on safety, illness and accidents. The childminder uses her food hygiene knowledge effectively to help protect children's good health. Children are developing an ability to attend to their self-care needs. They learn that in order to protect their health they must wash their hands before eating.

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

The childminder successfully identifies and minimises risks in her home, garden and on outings. Her home is secure, hazards in the kitchen are inaccessible and a gate is fitted to the bottom of the stairs. She is fully aware of her responsibilities to safeguard children. Necessary checks for the childminder and her husband have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of her safeguarding policy and the Northamptonshire Safeguarding Children Board procedures. She makes sure that her safeguarding knowledge is kept up-to-date.

The childminder successfully monitors the education programmes. Her knowledge of the Statutory Framework for the revised Early Years Foundation Stage and the Development Matters guidance is good. The childminder uses her knowledge and the support and advice offered by development workers and other childminders to review and improve her practice. Consequently, children make good progress. She demonstrates a strong commitment to improving her knowledge and skills. Training courses completed include safeguarding, first aid, recording children's development, 'Crafty science' and 'Incredible edibles'. The childminder has also completed food hygiene training and recently received a five star rating from the local environmental health officer. Her current priority for improvement is to ensure that she becomes fully confident in using the Development Matters guidance to promote children's learning and development. Resources are well-organised and are maintained in a good state of repair. Required documentation is kept up-to-date and in good order.

Information provided for and obtained from parents is good and includes a full range of written policies and procedures that successfully reflect the ethos of the provision. Parents are well-informed about their children's achievements and progress and the childminder seeks their views about the provision. She is fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them, how they can work together to meet these needs. She ensures that children gain an awareness of diversity. Parents share very positive views on the service provided by the childminder. The childminder is aware of the importance of establishing links with other early years providers to ensure continuity of care and learning.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY448912
Local authority	Northamptonshire
Inspection number	805875
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	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 that are usually their 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
Manchester
M1 2WD

T: 0300 123 4234
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