

Inspection date

Previous inspection date

25/09/2013

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are safe in the childminder's care. She has a secure understanding of child protection and safeguarding and there are effective risk assessments to keep children safe in her home and during outings.
- Partnerships with parents and carers are strong ensuring that the childminder is fully aware of any changes to children's routines which may affect the care she provides.
- The childminder has a clear understanding of how children learn through play. She provides a range of toys and activities which reflect their interests and stage of development.

It is not yet good because

- Observations made of children as they play are not yet used to shape learning experiences which will support their progress in readiness for school.
- There is scope for the childminder to develop her use of self-evaluation, as she is not yet assessing the impact changes to her provision have on children's welfare and learning.

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 observed the childminder engage in a variety of learning experiences with the children.
- The inspector held discussions with the childminder about children's engagement in activities and their development and progress.
- The inspector looked at a selection of documentation including children's records, policies and procedures and risk assessments.

Inspector

Anne Archer

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, who occasionally works as her assistant, and two children aged three years and one year in a house near the town centre in Wellingborough, Northamptonshire.

The whole of the ground floor, one bedroom and bathroom on the first floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at children's centres. She visits local shops and parks on a regular basis and collects children from local schools and nurseries.

There are two children on roll, including one in the early years age group. They attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She worked as a childminding assistant for six years prior to registering at her own home.

What the setting needs to do to improve further

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

- develop the use of information gained from observation of individual children as they play, to shape learning experiences which support their progress towards the early learning goals in readiness for school.

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

- develop the use of self-evaluation to highlight areas for improvement and to assess the impact these have on children's care and learning.

Inspection judgements

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

Children play happily with a variety of toys which reflect their interests. The childminder talks to parents and previous carers to find out what the children's routines are and what they can do. She also makes observations herself as they play and through this she is able to identify how the children learn and what their interests are. The childminder supports children's learning by introducing new words into their play to develop their understanding, encourage listening skills and to assess their ability to follow simple

instructions. For example, when a child is struggling to fit the final piece in a puzzle, she suggests they wiggle the piece of puzzle down a bit to help it to fit into the space. The child does this and it fits. The child is very pleased and breaks up the puzzle to start it again.

Toys are rotated according to children's developmental needs and interests and children confidently access them to initiate their own play. For example, a child sorts through the components of the tea set and selects a small pot and a spoon. The child pretends to eat the contents of the pot stating 'this is yummy'. When children request another item to support their play, the childminder finds it for them. For example, a child wanting to be a princess is happy when the childminder finds a fluffy head band to wear.

The childminder is aware of the progress check for two-year-olds and understands it should be carried out in consultation with parents between 24 and 36 months. The childminder has been childminding for a very short time. She is not yet using the observations she makes of children as they play to assess their progress and future learning needs to prepare them for school. The childminder keeps parents up-to-date with what their children have been doing through a daily discussion. In the same way they inform her of what the children have been doing while not in her care. This exchange of information ensures she is kept up-to-date about changes in children's routines and interests.

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

Children are cared for in a warm, welcoming environment where their care needs are effectively met. The childminder works closely with parents and carers to ensure she meets their needs successfully which shows that she respects and values children's individuality. She works hard to ensure that each child develops secure emotional attachments so that they feel settled and secure in her care. Children learn clear rules and boundaries because of the childminder's skilful and consistent management of their behaviour, such as, when they become frustrated about having a share a toy.

Currently, parents prefer to provide their children's lunch, which the childminder supports by offering pieces of fruit as a mid-morning and afternoon snack. She also ensures they take regular drinks so they do not become too thirsty, particularly in warmer weather or when they have been exercising. The childminder teaches children about personal hygiene and implements effective policies and procedures to ensure the health and safety of the children is maintained. For example, she does not care for children when they are ill and informs all parents when there is a health issue, so they are prepared.

The childminder maintains a current paediatric first aid certificate and a full first aid kit so that she is able to deal with any minor accidents the children may have. She has clear plans to support children during transitional periods. For example, when caring for children for a short time while their usual childminder is unwell, she talks to the children about her so they do not forget her and will be prepared for when they return.

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

The childminder demonstrates a strong understanding of the revised requirements of the Early Years Foundation Stage and understands her responsibilities to support children in their development and learning. She has been childminding for just a few weeks and is still developing her practice in relation to assessing children's progress towards the early learning goals to support their readiness for the next stage in their learning, whether it is nursery or reception class. As a result, she has not yet established what children need to learn next to support their progress.

The childminder fully understands her responsibility to promote children's welfare and her role in protecting children from potential harm. She is familiar with her local Safeguarding Children Board reporting and recording procedures and is able to explain how she would deal with any concerns she may have in the future. The childminder is very careful to make sure her home and garden are safe for the children she cares for. She also assesses the car and walking journeys the children make with her so that she can minimise any hazards. For example, when they walk to nursery, children hold each side of the buggy or if the path is too narrow, immediately in front of the buggy so the childminder can see them. Children participate in emergency evacuation drills so that they become familiar with the sound of the smoke detector and with the routine itself. The childminder talks to children about other aspects of personal safety as well as road and fire safety. For example, about not running on the laminate floor in case they slip.

The childminder has started to reflect on childminding in her own home having been an assistant for another childminder for several years. She has already made some changes to her provision but is not yet evaluating these changes in the context of how they impact on children's welfare and/or learning. All records to support childminding practice are in place and shared appropriately with parents. She has all the required parental consents to enable her to fulfil her childminding obligations. She is establishing partnerships with children's key people and teachers at the settings and schools they attend so that when termly assessments are produced she will be made aware of them. In this way, she intends to support any highlighted needs when the children are with her.

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 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 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	EY453346
Local authority	Northamptonshire
Inspection number	911501
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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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