

Inspection date

Previous inspection date

18/07/2014

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	2
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 requires improvement

- Children form secure attachments with the childminder and her co-childminder. This is because information is gathered about children before they start and the childminder knows them well.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of child development.
- Strong bonds have been formed with all parents. Regular, precise information is shared regarding children's progress and about the provision as a whole.
- The childminder is proactive and shows a strong commitment to continuing her professional development through well-targeted areas for improvement.

It is not yet good because

- The childminder does not hold a current paediatric first-aid certificate. This is a breach of requirements in addition to children's health and welfare not being promoted in the event of an accident or emergency.
- The garden is not fully utilised to promote the different areas of learning in order to help children make the best possible progress.

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 activities taking place in the play area.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a range of the childminder's documentation.
- The inspector checked evidence of suitability for the childminder, co-childminder and other adults living at the premises.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Michelle Drury

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works from the home of her co-childminder, who lives with her husband and adult son in a house in Immingham, South Humberside. The whole of the ground floor, a bathroom on the first floor and the rear garden are used for childminding. The family have two cats, two dogs and an enclosed fish pond in the garden. There are currently 30 children on roll. Of these, 12 are in the early years age range. The childminder collects children from the local schools and pre-schools. She operates all year round, from 6.30pm to 6pm, Monday to Friday, closing only for bank holidays and for the week between Christmas and New Year.

What the setting needs to do to improve further

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

- complete a local authority approved training course for paediatric first aid, to protect children's health and well-being, and ensure that this training is kept up to date at all times.

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

- make better use of the garden to provide a range of activities to further promote children's learning to help them make the best possible progress.

Inspection judgements

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

The childminder's planning, observation and assessment systems show she has a secure and in-depth overview of children's development, and provides a very good range of activities to support learning and prepare children well for starting school. A comprehensive account of children's time at the setting is shared with parents on an ongoing basis, and they consistently share information regarding their children's learning from home, and regular discussions are had regarding their child's progress. The childminder understands the importance of carrying out the progress check for children between the ages of two and three years.

Children are happy and settled in the childminder's care because she spends time engaging them in a wide range of activities that help them learn and develop in ways they enjoy. For example, they enjoy painting spade shapes, using their fingers to add colour to the paper. The childminder uses this opportunity to extend children's understanding by

using open-ended questions, which helps children develop their critical thinking skills. Children have good opportunities to practise their physical skills in the garden and local park. However, the garden is not always effectively used to provide rich opportunities for children to extend their learning. For example, there are few words and numerals displayed to enhance children's literacy and numeracy skills. The childminder takes children to local groups and places of interest, such as parks and the library, where they have the opportunity to learn about the wider world.

Clear information is collected from parents when the childminder starts caring for the children, enabling her to build successfully on what they know and can do. The childminder has records to identify children's ongoing progress, from the sensitive observations that she carries out, and uses the information gathered to plan for the next steps in their learning and development.

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

The childminder supports children's health, safety and welfare very well in general. However, she has allowed her paediatric first-aid qualification to run out. This does not support children effectively in the event that an accident occurs. Children are very settled in the childminder's care as she spends time getting to know them. Consequently, they settle quickly on arrival, happily playing with the resources and their friends. Secure, trusting relationships have formed with all children and their families. The childminder makes the children's transition into her care smooth because she takes great interest in their personal likes and dislikes. Consequently, the childminder and children develop close attachments, helping them to feel safe and secure in her care. By working closely with parents the childminder actively ensures that she has the information she needs to meet the children's individual needs when they start. The childminder is committed to building positive links with parents. She works closely with them on a daily basis, ensuring they are kept informed of their child's day. The positive relationships with parents mean that the childminder has all necessary information about the children, enabling her to provide individual care for the children. Parents speak very positively about the care the childminder provides.

Children behave well in the childminder's care and play cooperatively with each other during activities. For example, they take it in turns to go on the slide outdoors. Rules and boundaries are in place, so that children learn to gain respect for the childminder, the setting and each other. There are good opportunities for children to develop their independence skills in preparation for school. For example, they use the toilet and wash their hands independently. The childminder promotes a healthy lifestyle within her setting. Children take part in shopping experiences, which helps them learn about food. For example, they recently visited the butchers to buy food for their meal. The childminder provides a variety of meals, which promote a healthy diet through the inclusion of fresh fruit and vegetables. Children have daily opportunities to spend time in the fresh air, as they go on frequent walks and spend time in the childminder's garden. Large apparatus, such as a play house and slide, provides good challenge for children's physical development. In addition, they learn about keeping safe as they take small risks during their play, which helps them learn about keeping safe.

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

The childminder has a secure understanding of the safeguarding and welfare requirements. However, she has allowed her paediatric first-aid qualification to lapse, breaching the requirements of the Early Years Register and the Childcare Register. All other aspects of safeguarding are very good, and the childminder shares an informative range of written policies and procedures with parents to support children's safety and well-being. She is secure in her knowledge of the procedures to follow, in the event of a child protection concern, and has completed regular training. Effective procedures are in place to ensure children play in a safe and secure environment.

The childminder is passionate about caring for children and has worked very hard since registering to improve her services. She holds a childcare qualification at level 3 and is committed to attending training. The childminder demonstrates through her practice that she has a secure understanding of her responsibilities in meeting the learning and development requirements at all times. She effectively monitors children's progress and the areas of learning to ensure that children make good progress towards the early learning goals. Relationships with parents are very positive and this provides a good contribution to meeting children's needs. Children attend other settings, such as school, and systems are in place to share information about children's well-being and progress. The childminder is experienced in working with other professionals and understands the importance of this to effectively meet children's individual needs.

The childminder has effective, reflective systems in place to evaluate her practice and support her drive for continuous improvement. These include seeking the views of parents through the use of parent evaluation questionnaires. The childminder attends regular childminder meetings, allowing her to seek assistance from other experienced childminders and effectively evaluate her own practice to look for ways to improve. She also keeps her knowledge up to date by reading relevant information.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first-aid qualification is maintained (compulsory part of the Childcare Register)
- ensure that an appropriate first-aid qualification is maintained (voluntary part of the

Childcare Register).

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	EY467406
Local authority	North East Lincolnshire
Inspection number	952501
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	30
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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