

Inspection date

Previous inspection date

23/04/2014

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

- Children make good progress in their learning and development and have a positive attitude to learning. This is because the childminder knows them well and provides experiences that she knows they will enjoy.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these, so children can use all areas of the downstairs and the garden safely in their play.
- Good communication with parents enables important information to be shared about children's welfare and potential learning needs. The childminder seeks comments from parents about the care provided, enabling her to take effective steps to enhance the care she provides.
- The childminder develops warm and caring relationships with children, supporting them with the transition into her home. Consequently, children are happy, confident and relaxed in her care.

It is not yet outstanding because

- Opportunities for children to see print in different languages to build on their understanding of similarities and differences are not yet established.

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 during the inspection.
 - The inspector viewed the areas of the premises and garden used for childminding.
 - The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, children's
- records, policies and procedures and written risk assessments and checked the childminder's suitability.

Inspector

Tracey Boland

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 lives with her husband and two children aged six years and one child aged 15 months, in Brackley, Northamptonshire. The whole of the house is used for childminding. There is an enclosed rear garden for outdoor play. The childminder attends toddler groups and activities and she visits the shops and parks on a regular basis. There are currently six children on roll, four of whom are in the early years age group and attend on a part-time basis. The childminder operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- provide opportunities for children to develop further their understanding of similarities and differences, for example, through providing labels in different languages within the environment.

Inspection judgements

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

The childminder fully understands how children learn and develop and supports them to make good progress in the prime and specific areas of learning. This supports children in the preparation for nursery or school. Informative observations and assessments reflect children's abilities and supports the childminder in effectively monitoring their development. Using the information gained, she ensures children enjoy an exciting range of interesting, challenging activities that maintain their interest and ensure they have good fun. The childminder uses the information from her observations to identify each child's next steps in their learning and therefore, progress. Children's learning journeys reflect the activities and the enjoyment they have in the wide variety of activities they are involved in. These are available for parents to see at anytime and the childminder welcomes their views, opinions and any comments they may have. The childminder maintains good communication with parents and shares information with them about the activities their child has been involved in. Independence skills are encouraged as children choose from a wide range of resources stored in transparent, labelled boxes, enabling all of them to make informed choices with regard to their play. However, labels are currently all written in English, which means children are not having the opportunity to see words written in different languages. This would enable them to recognise and talk about similarities and differences.

The childminder understands the prime and specific areas of learning and plans according to children's ages and abilities. Children's language is encouraged as the childminder asks

questions to extend their thinking and language skills and encourages them to recall past events. For example, talking about St. George slaying the dragon, recognising the colours of St. George's flag while talking about knights, dragons and swords. Identifying the words dragon, knight and sword while playing with small world figures, which enable them to use their imagination and re-enact the event. Children extend their language and early writing skills further through various activities, such as cooking. They are all involved in discussing the activity and the foods they will need. They make their own shopping lists and visit the local supermarket to buy the foods. Children develop their small muscle skills and hand and eye coordination as they help to weigh and measure the ingredients and mix them together. They scoop the mixture into cake cases, counting them as they go and when they have cooled sufficiently in the fridge are able to eat them or take them home to share with their parents. This promotes their understanding of foods that are good for them, giving them a sense of pride in their achievements while encouraging their learning.

Children enjoy choosing from a wide selection of books, sitting alone or with the childminder to look at them. They count the characters in the book and clearly name them. Books are freely available and weekly visits to the library enable them to continually select new books that interest them. This develops their awareness of their community and of the wider world. Children access resources that develop their awareness of the diverse society in which they live to broaden their understanding. Books, puzzles, small world figures and dressing-up encourages discussion. They learn about celebrations around the world and enjoy creative activities that reflect them. Children's independence is continually encouraged through everyday routines, for example, following good hygiene routines and helping to prepare their own snacks. They understand the importance of washing their hands before touching food and with the support of the childminder, butter their own hot cross buns. This encourages their confidence and gives them a sense of achievement when completed.

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

The childminder takes effective steps to ensure children remain safe at all times. Written risk assessments identify potential risks within the home, garden and when on trips and outings and the steps taken to minimise them. Their safety is further assured through daily visual checks and the vigilance of the childminder. Children begin to understand their own safety as they regularly practise the fire evacuation drill to ensure they understand the importance of leaving the home in the event of an emergency. Children are encouraged to explore the environment while keeping themselves safe. For example, they learn the importance of road safety and not talking to people they do not know. Consequently, children learn how to keep themselves safe. Behaviour is very good and the childminder is a good role model. Children are encouraged to take turns, share the toys and be kind to each other. They receive lots of praise and encouragement, which builds their self-esteem and confidence.

Children develop excellent social skills as they regularly meet with others, visiting local groups and places of interest that encourage them to form relationships with a wide group of children and experience new and challenging experiences. This effectively supports children for the transition to nursery or school. Children's health and well-being is

continually nurtured as they spend plenty of time outdoors in the garden and visiting the park and local places of interest. They use a variety of large equipment when visiting parks, which encourage them to be active and develop their physical skills further. This helps them to begin to understand that exercise is good for their bodies. They thoroughly enjoy looking for insects in the garden and they are creating their own area outdoors, to encourage different insects. Pictures also reflect the creatures children may see and their names, which helps them to recognise them more easily.

Children's health is promoted very well. The childminder supports children when using the bathroom and nappy changing routines ensure young children remain comfortable throughout the day. Parents currently provide packed lunches for their children, which the childminder stores appropriately until they are needed. Mealtimes are a relaxed social occasion as children sit together to eat while chatting about their morning or things they have done with their families. The childminder is fully aware of children's individual dietary preferences and needs, which are respected. Snacks of fresh fruit are provided and fresh drinking water is freely available throughout the day. This ensures children remain hydrated and promotes their good health. Excellent relationships have been formed between the childminder, children and each other. Time spent gradually introducing children into her home encourage these relationships well. Also, the childminder takes time to ensure children feel safe, secure and loved. This makes the transition from home into the childminder's care a relaxed, enjoyable experience and children develop a sense of security.

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

The childminder demonstrates a very good understanding of her role and responsibility with regard to safeguarding children in her care from abuse and neglect. She fully understands the process to follow should she have a concern about a child to ensure they remain safe. Children are not left alone with other adults and clear routines ensure that all members of the household are safe to be in the proximity of children. Written records are maintained of all visitors to the home. Comprehensive written policies and procedures are shared with parents to ensure they are fully aware of the service she provides. Documentation required for the effective care of children is maintained, which incorporates their personal details and individual requirements. As a result, children's needs are very well known and their safety assured.

The childminder is proactive in continually developing her knowledge and understanding in the childcare field. She actively seeks new information through ongoing training and development and meets with other childminders to share good practise. This enables her to keep up to date with any changes to practice and legislation and make changes within her practice to reflect them. Excellent relationships have been established with parents who speak highly of the care provided. Their comments include, 'my childminder is fantastic at involving me in everything my daughter does. They do various activities together and the childminder always informs me what is happening I couldn't be happier'. 'I like the homely feel and personal attention she gives to my child'. The childminder actively seeks the views and comments of parents through the use of questionnaires, daily

communication books and verbal discussion. She reflects on her practice to clearly identify strengths and areas for development within the service she provides. This has a positive impact on the children she cares for.

Partnerships with parents are firmly established. Time spent getting to know each child and their parents at the start of their child's placement ensures detailed information is obtained and discussed. This ensures each child's needs are successfully incorporated into their day. This has a positive effect on children as the transition from home to the childminder's house is relaxed and happy. Daily diaries enhance their partnerships further, keeping them fully informed and involved in their child's learning. The childminder understands the importance of developing good relationships with local schools and providers, sharing information to provide continuity of care, which further supports children's learning. Detailed observations of the children enable the childminder to identify any possible gaps in their progress and development and support parents in gaining early intervention as needed. The childminder is fully aware of the importance of the progress check at age two and when appropriate, she will work closely with parents to complete a report to share with other health professionals.

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	EY468245
Local authority	Northamptonshire
Inspection number	941341
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
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, 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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