

Inspection date

Previous inspection date

22/10/2014

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 are very happy and settled in this supportive, friendly and inclusive environment. They learn that they are unique because the childminder values them as individuals.
- Partnerships with parents are good. The childminder uses a good range of effective strategies to fully involve parents with their children's learning.
- Children adopt healthy lifestyles because the childminder teaches them about the foods that are healthy and provides many opportunities for exercise.
- Children make good progress in their learning. Accurate and precise observations and assessments ensure that children's next steps in learning are clearly identified and supported through a wide range of challenging and interesting activities.
- The childminder shows a high regard for the safety of the children in her care. She has a firm understanding of the procedures she needs to take to protect children from harm.

It is not yet outstanding because

- Children do not regularly practice the evacuation procedure so that they become fully familiar with the routine.
- There are opportunities to further strengthen the information that is shared with other settings to complement children's learning even further.

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 had a tour of the areas used for childminding.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The inspector observed children during their self-chosen activities.
- The inspector conducted a joint observation with the childminder during a planned activity.

The inspector looked at a range of documentation relating to the setting. These included, the policies and procedures, risk assessment records, evidence of suitability checks, self-evaluation documents and children's observation and assessment records.
- The inspector took account of the views of parents and carers noted on the childminder's own feedback forms within children's learning files.

Inspector

Charlotte Bowe

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 and three children aged 11, nine and seven years in a house in Grange-Over-Sands, Cumbria. The childminding provision is known as 'Mi-Newt Childcare'. The lower ground floor of the house is used for childminding. There is a secure outdoor area for children to access. The family has two dogs and a cat as pets. The childminder visits the shore, the park and the library on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- extend the opportunities for children to develop further their awareness of keeping themselves safe, for example, by practising the fire evacuation procedure more regularly so that children become more familiar with the routine
- strengthen the partnerships with other settings to complement children's learning even further, for example, by regularly sharing their assessments and communicating information about the themes that children are currently taking part in.

Inspection judgements

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

Children make good progress in their learning, given their starting points. The childminder skilfully gathers detailed information from parents on the All about me document when children begin at the setting. This ensures that the childminder has a good understanding of their individual learning and care needs, their current interests and the achievements that they have already made. As a result, children's unique starting points are clearly defined. The childminder complements this information as she completes her own initial progress check assessment for all children once they are fully settled. The childminder observes children regularly and accurately notes down their achievements as they play. These are recorded in their learning files and the childminder precisely links their learning to the Early Years Foundation Stage. She clearly highlights any follow up activities to extend their learning further. Assessments of children accurately record the progress that they are making towards the early learning goals and clearly highlight the next steps in

their learning. As a result, children are ready for their next stages in learning and for their eventual move on to school.

The childminder has a good understanding of how children learn and plans a wide range of challenging and interesting activities for them to engage in that motivate them to learn. Children develop their awareness of technology as they engage with the electronic toys. They eagerly search for different letters of the alphabet and enjoy pressing the buttons to hear the sounds that they make. Children develop their communication and language skills as they confidently talk about the helicopters on the toy. The childminder supports their counting skills as she asks them to count how many they can see. In addition, she further extends their thinking skills as she asks the children where the helicopters will be flying to. Children actively respond and reflect on their own experiences as they confidently talk about the helicopters flying to 'Manchester airport'. Children eagerly take part in baking bread. They develop their physical skills as they press and knead the dough. The childminder encourages the children to use tools for a purpose and asks them to cut the dough in half and then cut each half into three parts. Children listen attentively to their instructions and competently respond. Children have fun as they build a track for the trains. The childminder supports them effectively and asks them to try to work out for themselves what pieces they will need to use. This supports children in developing their problem solving skills. Children talk about the colours of the trains and learn to count the total number of trains, as well as how many are green and how many are red. Children develop their literacy skills when making marks in the flour. Furthermore, they learn to recognise their name as they self-register and place their name card on to the 'Who is in mi-newt pond today' board. As a result, children are provided with depth and breadth in their learning and development.

Partnerships with parents are good. The childminder uses a good range of effective strategies to involve them with their children's learning regularly. The childminder shares children's learning files with the parents each month, and this provides them with an opportunity to share their children's learning at home. In addition, they are encouraged to contribute their thoughts from home on the monthly feedback form. For example, they actively record their children's achievements and current interests. Furthermore, parents are asked to record what they would like the childminder to work on with their children over the next few months to support any next steps that they may have identified at home. The childminder values the contributions from parents and skilfully uses this information to plan specific activities and make enhancements to her areas of play to complement children's learning and development. As a result, a shared approach to their learning is fully embraced. Therefore, children benefit from continuity in their learning and development.

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

Children are very happy and settled in this supportive, friendly and inclusive environment. Children are valued as individuals and learn that they are unique. This is because the childminder has implemented an effective 'We value our differences' photograph book of all of the children to look at, and encourages them to talk about their similarities and differences. A robust induction procedure ensures that children's emotional well-being is

effectively supported. The childminder encourages the parents to come and look around with their children to begin with to gain an insight into her setting. Shorter settling-in sessions are then arranged so that children have time to get to know the childminder and become familiar with their new surroundings. This ensures that secure emotional attachments are formed with the childminder and children feel assured as parents leave. The childminder seeks detailed information from the parents as children begin at the setting relating to their individual needs and care routines. Therefore, she knows her children well and responds to their needs effectively. The childminder is a good role-model and supports children to understand her expectations of their behaviour very well. They are praised for their positive behaviour. For example, children stand carefully on a chair to reach the work surface to bake. The childminder sensitively asks them to sit down when she needs to move away from their side and explains that they may hurt themselves if they remain standing. She praises them upon her return. Therefore, children develop a good awareness of what is acceptable behaviour.

Healthy eating is highly promoted through the balanced and nutritious meals and snacks that the childminder provides for the children. Children learn about foods that are healthy as they eagerly engage in planting fruits and vegetables in the childminder's allotment. This is skilfully followed through because the childminder ensures that children get to taste the finished produce as part of their daily meals. For example, they help to prepare freshly baked bread to accompany their homemade vegetable soup made with vegetables from the allotment. As a result, children adopt healthy eating practices. Children benefit from regular fresh air and exercise, because the outdoor play area is freely accessible. In addition, the childminder takes the children on many outings in their local community. Children have fun as they search around in the woods for leaves and conkers and enjoy jumping in muddy puddles after it has been raining. Furthermore, they regularly visit the shore to collect pebbles and shells. This means that children develop healthy lifestyles. The childminder uses a range of effective techniques to teach the children how to keep themselves safe and manage their own risks. For example, at the local park she teaches the children to only climb up onto the equipment that they know they will be able to climb down safely. Children learn to cross the road safely when they are out and about in their local community, because the childminder teaches them to stop, look and listen before crossing the road. Furthermore, children eagerly talk about waiting until the green man is showing when crossing at a pedestrian crossing. The childminder has a clear fire plan in place and teaches the children about the procedures they need to follow in the event of a fire. However, they do not regularly practise the evacuation procedure so that children become fully familiar with the routine.

The play environments are very appealing and nurture children to play and learn. The wide range of good quality resources ensures that children develop their knowledge and skills across all areas of learning. Children demonstrate a sense of pride in their achievements, because the childminder values the work that they do and creatively displays their artwork around the rooms for them to see. In addition, there are a good range of posters and displays for children to engage with. The childminder organises her home very well and ensures that toys and resources are on low-level shelves, so that children can make choices for themselves. She encourages them to put on their own shoes and coats before going outdoors to play. Furthermore, children independently access the toilet for themselves and wash and dry their own hands. In addition, children

eagerly help to tidy up their toys and enjoy sweeping up a broken fir cone from the floor using a dustpan and brush. As a result, children are independent in their learning in readiness for their move to school.

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

The childminder has a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of what would alert her to any concerns about a child in her care and has a firm understanding of the procedures she needs to follow to protect children from harm. Good systems are in place to keep children safe. Clear and precise risk assessments are in place for all areas of the setting and for outings in the local community. These are regularly reviewed by the childminder and effectively minimise any potential hazards. For example, the childminder ensures that children wear suitable footwear when attending her setting because she lives on a very steep hill. This ensures that children have adequate grip as they begin their journeys in the local community. Therefore, accidents are effectively prevented. The childminder has attended paediatric first-aid training. This means that she has a good understanding of the procedures she needs to take in an emergency and effectively deals with any accidents. The childminder ensures that visitors identification badges are thoroughly checked and the reasons for the visit are sought before they are granted entry into the home. This ensures that children remain safe from intruders. Effective systems are in place for the safe and hygienic preparation of food. For example, the childminder washes her hands and ensures that all tables and work surfaces are clean before preparing food. In addition, she teaches the children the importance of washing their hands after visiting the toilet and before preparing food. As a result, children are fully safeguarded with a childminder who shows a high regard for their safety and well-being.

The quality of teaching is good. The childminder has a good understanding of how to promote children's learning and development, and plans a wide range of activities and experiences for the children to take part in that are challenging and interesting. Her observations and assessments of children are accurate and precise and clearly detail the next steps in their learning. The childminder accurately tracks all children's progress using her effective 'summative sheet'. This supports her in quickly identifying where there are gaps in children's learning, and she swiftly supports these through a good range of planned activities and through making enhancements to the areas of play. As a result, all children make good progress in their learning. The childminder is committed to her role and has eagerly sourced additional training to further support her already good knowledge and skills. The childminder shows a clear determination and drive to improve the service that she offers. Her self-evaluation document clearly identifies the strengths and areas to improve. In addition, the childminder monitors the activities that are provided to the children in her care and jots down in a notebook what has worked well and what could be improved in the future. This demonstrates that the childminder is committed to improving the quality of care and learning experiences that are provided for the children. Parents are involved in the evaluation process each month as they record their ideas on the feedback forms. They are also encouraged to bring forward any ideas on a day to day basis through

the effective communication that they have with the childminder. Children's views are sought through daily observations and consultation. Furthermore, they record what they like about the setting with their parents on the monthly feedback forms. The childminder uses this information to make enhancements to her provision that will have a positive impact upon the children. As a result, children benefit from a good quality learning environment.

Partnership with parents are good. The childminder strives to create a 'teamwork' approach with parents to ensure that children's learning is fully shared. During the induction procedure the childminder provides parents with a copy of the Early Years Foundation Stage and guidance documents to read through. This provides them with the opportunity to gain an in-depth knowledge of the types of experiences that will be provided for their children during their time with the childminder. Parents are also advised of the reasons why the childminder completes regular assessments of the children. The childminder values the contributions from parents and uses a good range of strategies to involve them in their children's learning. As a result, children benefit from continuity in their care, learning and development. Partnerships with others are strong. The childminder has made good links with the local school and regularly takes children to watch productions and take part in sports day events. This ensures that children become familiar with the environment that they will be moving on to. Children's learning is complemented because the childminder effectively supports them with any reading and homework. She actively records her comments in children's reading records to advise how they are doing. However, there are opportunities to further strengthen the information that is shared to complement children's learning even further. The childminder is confident to seek advice from her local childminder adviser and positively takes on board the comments from her regular reviews to improve the service that she offers.

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. 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

Unique reference number	EY468633
Local authority	Cumbria
Inspection number	965170
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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