

Inspection date

Previous inspection date

09/07/2014

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

- The childminder promotes children's emotional well-being so they feel a strong sense of belonging. As a result, children are very confident and demonstrate strong attachments to the childminder.
- The childminder provides a broad range of experiences through a partially child-led and adult-supported approach to their learning.
- The childminder has an effective approach to behaviour management that the children respond well to.
- The childminder has a good understanding of her responsibilities and knowledge of how to keep children safe and promote their welfare. She has robust procedures for safeguarding that ensures children are safe within the environment.
- The childminder has a process of evaluating and reflecting on her practice to identify areas for development of care and education practices. As a result, children are well cared for according to their needs.
- The childminder has established partnership working with parents and other agencies. As a consequence, children receive consistency in their care and education.

It is not yet outstanding because

- Opportunities in the garden environment are not fully explored in order for older, more able children to engage in more challenging experiences to enhance their 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 had a tour of the childminder's home.
- The inspector observed activities in the childminder's home and the outside play area.
- The inspector reviewed a range of documentation that the childminder uses to support her practice.
- The inspector conducted a joint observation with the childminder.
- The inspector held a meeting with childminder.
- The inspector looked at the planning and assessment records of the children.
- The inspector checked the suitability of all members of the household and the childminder's evidence of self-evaluation.

Inspector

Jayne Hogan-Birse

Full report

Information about the setting

The childminder was registered in January 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in a town in the Wellingborough area of Northamptonshire. The whole of the ground floor, two bedrooms and the bathroom upstairs are used for childminding. There is an enclosed rear garden for outside play. The childminder attends local groups with the children and visits the local park and shops. She is able to take and collect children from the local school and pre-schools. The childminder is registered to care for six children in the early years age range. The childminder has six children on roll. Her core hours are 8pm until 6pm, all year round, but offers hours outside this time and weekends. The childminder is in receipt of three- and four-year-old funding. The childminder occasionally works with an assistant.

What the setting needs to do to improve further

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

- extend opportunities in the garden area to provide an enhanced range of challenging experiences for older and more able children in order to promote their learning.

Inspection judgements

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

The childminder has good knowledge and understanding of how children learn and how she can promote their individual learning needs. She is an effective teacher. As a result, children make good progress in their learning and development through experiences and activities tailored for them. The childminder is in receipt of funding for free early education for children who are in the three- to four-year-old age range. The impact of this can be seen in how well organised she is in her observation, assessment and the tracking of children's progress. This contributes positively to children being very well prepared for moving onto school or other settings. The childminder provides resources and experiences that incorporate all the areas of learning. There is a broad range of good quality, age-appropriate resources that she uses to good effect to meet children's individual learning needs. She takes care to differentiate experiences for younger children to make them accessible and babies thrive in the care of the childminder as she supports their learning and development appropriately. Many of the resources are stored at child height which promotes independent learning. As a result, children develop confidence, sourcing resources and creating their own play experiences. Many of the resources support open-ended learning experiences and can be used in a variety of ways. For example, children have access to a water play mat and are supported by the childminder to draw round their hands, feet and whole bodies. This engages the children in exploring simple mathematics

concepts, such as, size, shape, similarities and differences. The childminder is skilled at incorporating this learning into fun activities that all the children can join in with. The childminder encourages children's language and communication skills and introduces language games, such as words that rhyme, encouraging the children's acquisition of language through enjoyable word play. The childminder is also skilful in using everyday activities, such as meal times, to support further learning. For example, to assist children's understanding of numbers she will ask them to choose three crackers or she incorporates colour recognition into play by asking children to identify a toy of a certain colour. This approach is effective in supporting children's next steps and ensures they are well prepared for the next steps in their learning. In addition, she supports the development of children's social skills and uses experiences, such as meal times to emphasise the benefit of sitting together and talking. As a result, children develop confidence and are competent at communicating with each other.

Children have access to a garden area and the childminder recognises the benefit of an outdoor learning environment. Presently the childminder uses a small patio area that is enclosed and equipped with a static covered sand tray and a slide for toddlers. She also uses some of the indoor equipment for outside play. However, the garden is not used to best effect and does not always provide more challenging experiences for the older, more able children. The childminder takes children out regularly to the local parks and appropriate community groups, such as rhyme time sessions at the local library. She uses the ideas of some of these groups and adapts them for her own practice with the children. As a result, children benefit from repetition and reinforcement of new and familiar experiences to further enhance their learning.

The childminder implements an effective system to assess and monitor children's progress. She uses this information to identify areas of strengths in children's learning and development. Where there are any gaps, she uses targeted interventions and sets realistic, weekly targets. As a result, children are well supported and make good progress in their learning. This ensures that they are working within the expected development bands for their age. The childminder facilitates children's learning by getting down to their level, making good eye contact and speaking appropriately to them. She offers encouragement and extends children's learning by making good use of questions that are open ended. These questions encourage children to think independently and inspire them to create their own outcomes using imagination. For example, the childminder asks questions about story endings, asking children to think of different outcomes and uses jigsaws to ask what they think might be happening or what the characters in a picture are saying. Consequently, children learn to become creative and critical thinkers. The childminder is proactive in developing and maintaining communication with parents. She gathers appropriate information from them prior to children starting to attend and parents contribute to children's initial assessments. The childminder uses an 'All about me' document and often visits the family home to meet with parents to complete this. Once children are in attendance, she keeps parents well informed of children's progress and works with them to achieve the best outcomes for them. As a result of this close partnership working, children benefit from the consistency and continuity of care and are well prepared for the next steps in their learning. The childminder recognises the benefit of wider partnership working and she implements effective procedures to support children's transitions. As a result, children are well supported when they move to their new

settings and they receive appropriate care and education.

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

The childminder provides a warm and welcoming environment where children thrive and are encouraged in their learning and development. It is a place where children actively explore and are given time to develop their own play experiences. As a result, children demonstrate confidence and are self-motivated. Children are emotionally secure in the setting because the childminder implements an effective procedure for settling children into her care. She is flexible and admission is taken in accordance with the parents and child's individual circumstances. This supports children in forming secure and firm attachments to the childminder.

Once the children begin attending, they settle quickly. The childminder has clear rules and boundaries, has high expectations of them and supports them fully in achieving these. The childminder's approach to behaviour is consistent and promotes positive behaviour. She uses appropriate boundaries and children are well supported in managing their behaviour. She encourages caring for one another, sharing resources and supervises the children effectively, intervening when necessary. This ensures children do not become boisterous and incidences of poor behaviour are rare. As a result of the continuous and consistent approach to behaviour children are able to make good progress in their learning by feeling supported emotionally. Children are given opportunities to play cooperatively together. For example, older children work together to build a wooden railway track and they are given time to bring this to a natural conclusion. Younger children have opportunities for appropriate risk taking. For example, toddlers can access the small slide and are physically supported, if necessary to use this safely.

Children are well cared for and the childminder establishes care routines for children that take account of their individual needs. The childminder's care practices for babies and toddlers are sensitive and individual to their routines. For example, older children are able to have a few minutes play on their own if they finish their lunch before the younger children. She recognises that the older children, at times require their own space to follow their play. The childminder is well prepared to care for babies with appropriate equipment for play, safety and resting. She has digital equipment to monitor sleeping babies. The childminder has high standards of hygiene and she is vigilant in promoting this through her own practices and those of the children. Older children are appropriately encouraged to manage some of their personal care and hygiene independently. As a result, children's welfare is fully protected and they are emotionally and physically well prepared for moving onto the next stage in their learning. The childminder teaches children how to keep themselves safe. For example, when out in the village she encourages children not to talk to strangers, and to wave and say hello to dogs but not to touch them.

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

The childminder is knowledgeable and demonstrates understanding about her role and responsibility of caring for children. From the start of their attendance she is proactive in obtaining as much information about children to make sure children's welfare is safeguarded. She has effective measures in place to ensure the safety of the environment, equipment and children. For example, she undertakes daily safety checks and children's attendance is registered on a secure online system. The childminder has a good knowledge regarding safeguarding of children's welfare and holds a current safeguarding certificate. She is familiar with the local safeguarding procedures for her local area. In addition, the childminder has paediatric first-aid training and is a rated five for food hygiene. She is vigilant in obtaining information in relation to children's needs and her medication procedure along with many others is managed through a secure online system, where parents give information and permissions. The childminder occasionally works with an assistant, her partner. She supervises him well and ensures that she clearly explains the needs of the children in order for him to meet their needs. As a result of these procedures and systems children's welfare is very well protected.

The childminder establishes good partnership working with parents from the beginning of the child's learning journey with her. She fully involves them in their care and education and works hard to be flexible and accommodate specific requests. For example, she takes children to medical appointments as long as this does not impact significantly on the care of the other children. The childminder understands her responsibilities with regard to teaching and learning and uses her knowledge of the children to plan appropriately challenging experiences for children and ensures that she utilises children's interests to promote their learning. For example, if a child shows an interest in an area of learning, such as phonics she will thread this into everything that she does to further support this learning. Once children are secure in an area of learning she will look at the next step and plan for this. This information is documented well and carefully stored in individual folders on a personal computer. The childminder is registered for data protection to ensure that she meets the statutory requirements for storing and sharing information using technology.

The childminder uses the statutory framework to inform her practice and ensure that she is meeting the requirements for both the Early Years Register and the Childcare Register. She also uses the Early Years Outcomes to identify children's starting points and track progress. The childminder has an effective system of self-evaluation and her practice is reflective. She evaluates her practice against learning outcomes for activities and considers how she could improve or develop them further. However, during all activities the emphasis is on fun and she is clear that experiences must be enjoyable for the children. This reflective practice supports children's learning and development and children are guided appropriately to reach their developmental milestones. The childminder is swift to implement interventions to aid children's learning and development so that children receive the support they need without delay. The childminder monitors and evaluates her practice further by sending out questionnaires to parents and actively encouraging feedback. From this the childminder makes changes to her service to fully reflect the individual needs of the children in her care.

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	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	EY472446
Local authority	Northamptonshire
Inspection number	952011
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
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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