

Inspection date

Previous inspection date

09/09/2014

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 has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a stimulating and challenging educational programme of activities, which support children in making good progress.
- The childminder develops solid relationships with children and their families. She is calm and sensitive and as a result, children settle quickly, gaining independence and confidence in their own abilities.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. Consequently, children are kept safe and secure in her care.
- Partnerships with parents and other providers are strong. Parents are kept well informed about their children's time at the setting. As a result, children benefit from the continuity of shared learning experiences.

It is not yet outstanding because

- The childminder does not always use different teaching strategies, such as open-ended questions, to encourage children to solve problems independently, in order to extend their learning.
- The childminder does not always make use of opportunities to extend children's language development in the use of prepositions, such as 'under' and 'through'.

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 viewed the premises, inside and outside, where children play, eat and rest.
- The inspector viewed a wide range of documents, including relevant policies and procedures, children's learning journals and the childminder's self-evaluation form.
- The inspector conducted a joint observation with the childminder and discussed aspects of policy and practice.
- The inspector checked evidence of the childminder's suitability, her qualifications and the suitability of other household members.
- The inspector observed and talked with children as they played at the setting.

Inspector

Janice Caryl

Full report

Information about the setting

The childminder was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in Millom, Cumbria. The whole of the ground floor and one bedroom on the first floor of the house is used for childminding. There is an enclosed yard for outdoor play. The family has a pet dog. The childminder collects children from the local schools and nurseries. She visits parks, toddler groups, shops, the beach and amenities in the local area. There are currently five children on roll, all of whom are in the early years age range and they attend for a variety of sessions. The childminder holds a relevant childcare qualification at level 3. The childminding provision operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- enhance the use of a wider range of teaching strategies, for example, by using more open-ended questions, to enable children to think through their actions and solve problems
- enhance children's acquisition of speech and language by teaching and encouraging them to use more positional language as they play.

Inspection judgements

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

The childminder has a good understanding of how children learn. She assesses children's progress based on information gathered from parents when they first start at the setting. Subsequent observations on children are accurately recorded and evaluated. These help to inform the planning of activities to suit children's interests and provide appropriate challenge. Consequently, children make very good progress in relation to their starting points. The childminder records her observations of children in their individual learning journals. She tracks children's progress regularly and shares the information with parents and carers. In addition, she talks with parents about children's developmental needs and reports on care and learning activities in a daily diary. As a result, parents are kept fully informed and involved in their children's learning. Furthermore, any gaps in children's learning are easily identified to enable early intervention to be sought as necessary.

Children are happy and confident as they play independently and alongside the childminder. She skilfully intervenes in children's play to support them as they choose to

build the train track. She encourages them to try harder as they manipulate the pieces and successfully fix them together. This gives children a strong sense of achievement as they develop their hand and eye coordination skills. However, the childminder does not always encourage children to think more deeply and solve problems about how things work. For example, she is sometimes over enthusiastic by offering suggestions about how the bridge should be built, rather than letting children learn themselves through trial and error. The childminder effectively promotes development in the prime areas of learning. She is attuned to children's emerging skills and abilities. For example, the childminder provides plenty of space and the appropriate resources to support children as they learn to walk and toddle around the setting. Consequently, children make very good progress in their physical development. Children develop confidence and self-assurance as they freely explore the environment, inside and outside. They enjoy exploring the sand and water, learning about their properties. The childminder actively listens to children and supports them by repeating words and phrases, so that they develop their speech and language. However, there are sometimes missed opportunities to strengthen children's use of vocabulary further, by teaching and encouraging the use of positional language as children play.

Children learn a wide range of skills as they engage in activities. For example, they learn to handle books and develop early literacy skills through the good range that are available. The childminder involves the younger children as she encourages them to press the buttons in the sound book. As a result, babies and younger children learn about cause and effect and practise using simple technology. Children use their imagination as they have fun with the pretend food items and enjoy playing with the small figures inside the dolls' house. Children take great delight in dancing and singing, where they benefit from the physical activity and freely express their feelings through music and sound. The childminder maintains children's interests by linking activities together. For example, she builds on the learning experienced by children on a visit to the beach, by providing sand and shells in her setting. As a result, children benefit through experiencing repeated patterns of learning based on previous experiences. The childminder supports children in acquiring the skills, attitudes and dispositions they need to be ready for their next stage of learning or school. This is because she encourages children to be independent, confident and active in their learning.

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

The childminder's calm and sensitive approach with children contributes to strong bonds and attachments being made. She creates a warm and homely environment where children feel relaxed and confidently make choices in their play. She builds secure relationships with parents and carers, working closely with them to help new children settle. As a result, children soon become comfortable with their new surroundings, ready to learn through their play and new experiences. Younger children show their attachment with the childminder as they stay close and enjoy cuddles when getting tired. The childminder responds immediately to their needs, for example, rest and sleep, fully fostering development of their emotional well-being. The childminder promotes positive behaviour by encouraging children to play together and take turns. She respects children, offering praise and encouragement in all that they do. The childminder effectively teaches

children about the necessity to tidy up and take care of their environment, in order to keep safe. Her positive behaviour strategies motivate children to immediately respond as they learn to listen and follow instructions. Children enjoy talking about their experiences at home as the childminder listens and responds with further questions. The childminder's obvious interest in their lives, helps children to feel valued, gain in self-confidence and develop good levels of self-esteem.

The childminder promotes healthy eating by providing fresh fruit and vegetables at snack times. Children receive balanced and nutritious meals at lunch times, which they sometimes help to prepare themselves. They visit the shops and talk about the choices they make, which help to reinforce the positive messages. Furthermore, it encourages children to try different foods as they eat what they have made. The childminder provides lots of activities for children to be physically active. The indoor spacious environment provides opportunities for children to dance and take part in active singing games. The outdoor area is limited in size. However, the childminder effectively maximises its use, so that children benefit from outdoor learning experiences, for example, through play with sand and water. Children get further opportunities to benefit from fresh air because each day, the childminder plans trips and outings into the community. For example, children enjoy going for walks, visiting toddler groups, going to the beach and playing at different parks. Consequently, children benefit from experiencing a wide range of physically active opportunities as they socialise with others in the community. The childminder is a very good role model for children. She teaches children the importance of washing hands after visiting the toilet and before eating food. She demonstrates by washing her own hands and talks to children about cross-contamination. As a result, children develop good personal habits that contribute to keeping them safe. Children also learn about hazards in the environment and how to manage them safely and effectively.

The childminder has good links with the local schools and other childcare providers in the area. She supports children in preparing for moving onto school or other childcare settings by discussing new routines and different experiences. Children become familiar and develop relationships with others of their age. This is because the childminder attends toddler groups and other local events where children are able to make and develop relationships with each other. In addition, she regularly walks past other settings and schools, talking about the buildings, the environment and different play areas. As a result, children are emotionally prepared for any future moves. The childminder plans to develop a setting-to-setting diary for children, who move on. This is to ensure the continuity of shared learning experiences already established with parents continues.

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

The childminder has a very good knowledge of how to safeguard and protect children. She has undertaken a good level of training and demonstrates her knowledge and understanding as she explains fully the signs and symptoms of abuse, what to do and who to contact if there are any child-protection concerns. She is fully trained in first-aid procedures, which means that children having accidents are responded to appropriately, ensuring their safety and well-being. Consequently, children are helped to be kept safe

and well protected. The childminder is vigilant at all times, her home is secure and visitors are monitored. Furthermore, robust risk assessments are completed on all areas within the setting and outside. This means that children are able to play and learn in a safe and secure environment. The childminder is well organised. Children's safety is further enhanced through the effective implementation of a comprehensive list of policies and procedures. These are well written and shared with parents and carers, contributing to the safe and efficient management of the setting.

The childminder has a secure knowledge and understanding of the educational programme. Her training in a relevant childcare qualification at level 3 and experience, evidently has a positive impact on children's learning and development. Regular progress checks on children's attainment means that monitoring is good. The childminder undertakes overall assessments on children's progress, so that she can see at a glance how well they are developing. Any gaps or concerns about children's development are discussed with parents to ensure that early support or intervention is sought in a timely fashion. Furthermore, discussions with parents about their children's progress means that they stay well informed. This contributes to effective partnership working. Systems for working in partnership with other childcare providers and schools are in place, so that children experience a smooth transition as they move onto the next stage in their learning.

The childminder is committed to her work and strives to improve her practice and provision. Self-evaluation is good and she accurately identifies the strengths and areas of development. The childminder talks with children about their ideas and suggestions and plans to seek the views of parents through questionnaires. Meanwhile, she verbally seeks their views and opinions on a daily basis. She is proactive in seeking support and advice to help her improve the service she provides, enhancing the learning outcomes for children. For example, she is keen to strengthen her knowledge and skills through further professional development training by liaising with local authority advisors. In addition, she keeps up to date with contemporary issues in childcare and education by researching on the internet and using her professional membership organisation.

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	EY474417
Local authority	Cumbria
Inspection number	965506
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
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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