

Inspection date	18/03/2014
Previous inspection date	07/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 understanding of how children learn and supports them through providing a wide range of positive learning opportunities. She uses a range of teaching techniques to support and extend children's learning. As a result, children make good progress.
- Children form secure emotional attachments with the childminder and her assistant, which promotes their well-being and helps them to feel safe and secure.
- Good quality risk assessments and implementation of clear policies and procedures help to ensure children are kept safe in the childminder's care.
- Children benefit from the strong partnerships that exists between the childminder and the other early years settings they attend. Information sharing means children receive continuity of care and learning.

It is not yet outstanding because

- There is scope for the childminder to seek more indepth information from parents with regards to children's current development, in order to more accurately identify starting points.
- Although children's literacy is supported well, this is not fully extended, for example, through providing opportunities for children to draw and write in other areas of their play.

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 in the living room, conservatory and during snack time.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, the self-evaluation document and a sample of policies and procedures.
- The inspector observed the interaction between the childminder and children.

Inspector

Katie Sparrow

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Penrith, Cumbria. The childminder is registered to work with an assistant. The whole of the ground floor of the childminder's house is used for childminding purposes, as well as the small upstairs bedroom and bathroom. There is an enclosed garden for outside play. The family has two pet cats and two dogs. The childminder attends a toddler group and takes children to various other activity venues. She visits the local shops and parks on a regular basis. The childminder walks and drives to local schools and nurseries to take and collect children. There are currently 10 children on roll, six of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round from 8am 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 and the Eden and District Childminder's Group.

What the setting needs to do to improve further

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

- increase the opportunities for parents to contribute to initial assessments about what children can do at home and use this shared knowledge to gain a more robust understanding of children's starting points
- enhance children's already good opportunities to develop their literacy skills through providing resources for children to write for purpose, for example, providing shopping lists in the role play kitchen.

Inspection judgements

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

The childminder has a secure understanding of how to promote children's learning and development through good quality play opportunities. The learning environment is bright, welcoming and spacious. A good selection of resources are attractively displayed and low level shelving allows children to self-select and lead their own play. The childminder works with an assistant, who together provide good quality care and learning for the children. They engage in much purposeful dialogue with the children; asking questions, modelling language and encouraging children to explore, express their ideas and direct their own learning. The childminder joins in sensitively with the children's play, careful not to intervene too quickly, allowing children time to think and respond. During play with the building blocks, children talk about what they are making. The childminder suggests one child's creation resembles a rocket. Children excitedly start to make their own rockets,

talking about what they would take into space with them and mimicking a space launch as they say, '3, 2, 1, blast off'. The childminder's quality interaction inspires the children to extend upon and express their ideas and use their imagination well. As a result of the childminder and assistant's good quality teaching, children become active and keen learners who make good progress in their learning.

The childminder seeks information from parents and other early years settings the children attend, to help her identify starting points. There is scope, however, for the childminder to gather further information from parents in order to gain a more in-depth understanding of children's starting points. She makes observations of each child that are well captured and linked accurately to the areas of learning. Observations are then used to identify next steps in children's learning. The childminder uses her knowledge of the children well to inform planned and spontaneous activities that follow children's interests and stimulate and engage them. Consequently, children are making good progress across the seven areas of learning. The childminder implements the progress check for all children aged two years. This includes a written summary of children's progress in the prime areas and provides a record of where children are reaching their developmental milestones. Children's development records are organised and presented well. They include samples of children's work, photographs and assessment evidence. These records are regularly shared with parents, helping to make parents feel involved. The childminder encourages parents to share what their children have enjoyed over the weekends, any new interests or other important information. She then uses this to support and extend children's learning during their time with her. For example, suggesting play with the animals following a child's visit to the zoo. This further supports parent's involvement in their children's learning.

Children have wonderful opportunities to play and learn across all areas. They demonstrate good imaginative skills as they use the role play kitchen. Children pretend to make the childminder and assistant breakfast, making appropriate noises as they 'pour the tea'. The enabling environment and good range of supporting resources enables children to develop their learning further. For example, they use oven gloves and tea towels during their role play, allowing them to make links in their learning. However, there are some missed opportunities for the children to use their mark making and writing skills during their play in other areas. For example, writing out shopping lists during play with the kitchen. Children have great fun joining in with songs. They giggle as they do the actions to the song. The childminder models language well as she uses a range of describing words, such as 'slippery', and encourages the children to repeat the word as they sing. Children enjoy selecting books for the childminder and assistant to read. They snuggle in and enjoy listening to the story, effectively supporting children's enjoyment of books and reading. Children have good opportunities to learn about their local community and the world around them. For example, children enjoy regular trips to the local shops to help buy fruit and vegetables. There is wide selection of resources that positively promote diversity and difference that children enjoy, such as puzzles, books and dolls. Children learn how to behave in social situations and how to play alongside others. For example, play sessions at local toddler groups provide opportunities for them to develop their confidence, manage their own behaviour and form relationships. These good social skills help to prepare them well for the next stage in their learning, such as moving on to nurseries or schools. Furthermore, the childminder takes older children with her to collect others from the pre-

school they too will go on to attend. This provides good opportunities for children to explore and talk about their new setting.

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

The childminder and her assistant are warm and nurturing and create a homely environment for the children. They know the children and their families well, which helps to maintain the close relationships they have with the children. As a result, children are settled, content and emotionally secure. Children behave well, respond to instructions and join in with the routine of the day, for example, helping to tidy away mats after snack. Children receive lots of praise and encouragement, helping to develop their confidence and self-esteem. Children are developing wonderful friendships. They play harmoniously together and are seen sharing and taking turns. Older children are patient and protective of the younger children. They gently tickle their younger peers and make them laugh.

Children learn about and practice safety rules during their play. For example, when playing with the cars, the childminder encourages children to think about the green cross code and what their cars should do when the traffic lights turn red. This enables children to practise how to keep themselves safe outside of the childminder's home. Children enjoy visits to the local fire station, supporting their understanding of those that help us. Routines are in place to support children's good health. They wash their hands as part of the daily routine, talking about the effects of dirt and germs to ensure children understand the importance of good hygiene. This also helps to minimise possible cross-infection. The childminder has required recording procedures, for accidents and the administration of medication, in place. She and her assistant hold a first aid qualification to make sure they have the knowledge to manage any accidents appropriately. Children have many opportunities to enjoy outdoor play and fresh air. They have access to the garden, enjoy trips to local parks and other child friendly settings.

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

The childminder is clear about her role and responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Effective safeguarding procedures are in place to protect children. The childminder and her assistant have a firm understanding of the procedures to follow if they have concerns about a child. They regularly update their safeguarding training to ensure correct procedures are followed. Risk assessments cover all areas of the premises and outings to support children's safety and security. The childminder is well organised and thorough in her record keeping. All of the legally required policies, procedures and records are in place.

The childminder prioritises much time and effort to complete systems of self-evaluation. She includes detail in her formal self-evaluation document, allowing her to monitor where her practice is most strong and areas she needs to develop further. The childminder is passionate about the quality of care the children receive. She works closely with her assistant to discuss ways to make positive changes and recommendations raised at the last inspection have been addressed. The childminder has a wealth of experience as she

has been childminding for many years. In this time she has kept up-to-date with all legislative changes and maintained her professional development to ensure her skills and practice remain current. She has attends training and remains conscientious for future learning. As a result, the childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage and implements these effectively.

The childminder has strong links with the early years settings the children attend, effectively promoting continuity in children's learning. For example, she meets with key persons or teaching staff to discuss starting points, current development and the next steps already planned. She uses the information she receives directly in her own planning to ensure children receive continuity of care and learning. The childminder establishes effective relationships with parents and carers. There is a good two-way flow of communication as information about the children's care and learning is shared with parents. This regular feedback keeps parents up-to-date about their child's progress. Parents have access to the policies and procedures, and required certificates are on display for them to view. There is an abundance of thank you cards and letters from parents and children. They include thanks to the childminder and assistant for their warm, homely environment and how much the children have enjoyed their time with them.

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	316926
Local authority	Cumbria
Inspection number	868390
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	07/12/2009
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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