

<b>Inspection date</b>	02/09/2014
Previous inspection date	06/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- Children show increasing levels of independence and skill, which helps to prepare them for starting school. Resources and activities provided help children to become confident learners.
- Children have some creative opportunities to explore and experiment through a variety of activities. Regular interaction with the children suitably extends their fun and learning.
- The childminder learns about cultural differences, through talking to parents and research, to ensure children feel at home and have a firm basis upon which to enjoy their education.

#### **It is not yet good because**

- Children's safety is compromised as they have unsupervised access to restricted areas of the setting. Potential hazards mean that children's safety and well-being needs are not met at all times.
- Next steps in children's learning and development are not consistently identified to enable them to move on systematically and make good progress towards the early learning goals.
- The organisation of resources does not enable children to have unrestricted choice, or initiate their own play and exploration.

## 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 children during activities both indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector viewed resources and equipment available to children.
- The inspector checked evidence of the suitability and training of the childminder, as well as the policies and insurance documentation.

## Inspector

Ann Hume

## 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 two sons, aged eight and 10 years, in a house in Cleethorpes, North East Lincolnshire. The childminder cares for children all year round, Monday to Friday, from 7am until 6pm. She also cares for children at weekends and overnight, with the exception of family holidays. The childminder uses the whole of the ground floor of her home for childminding and this comprises of a living/dining area and kitchen. A bedroom and bathroom on the first floor are used and there is a garden available at the front of the house for outside play. There is currently one child on roll in the early years age range, who attends for a variety of sessions. The childminder cares for children before and after school, as well as during the day. She takes the children on daily outings to various groups, the park and on the school run.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- review the risk assessment procedures to ensure hazards to children are kept to a minimum, with particular reference to closing the safety gates and ensuring appropriate levels of supervision to maintain children's safety and well-being.
- make use of ongoing observations and assessments of each child's progress against all seven areas of learning, taking account of their starting points, age and stage of development, and use the information to consistently identify the next steps in their learning.

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

- improve the organisation of resources to ensure they are accessible to children in order to provide greater choice and more opportunities for freely-chosen play and exploration.

## Inspection judgements

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

The childminder provides a welcoming, homely environment where children play with a wide variety of toys and take part in activities that generally support their learning and development. The childminder understands the importance of observations and assessments and has introduced documentation to record children's achievements. She is

beginning to monitor and track children's progress, and they are making some progress, in relation to their starting points, and are meeting the age-related milestones in their development. However, the next steps in their learning are not always identified or taken account of in the planning of activities, to move them on systematically. Therefore, the support children receive does not consistently promote their good progress. The childminder has worked in partnership with other providers who have identified next steps for children's learning. However, she does not consistently identify appropriate next steps from her own observations and assessments to ensure children make good progress across all areas of learning and planning is not always effective as it does not take these into account. As a result, activities are not consistently tailored to specifically target each child's individual learning needs and, therefore, their progress is not consistently good across the board.

The childminder is aware of her responsibility to complete the progress check for children between the ages of two and three years but has not yet had cause to complete one. She has the required documentation in place and has sufficient knowledge of the prime areas of learning to enable her to assess children's progress and identify their age and stage of development in these areas. The childminder demonstrates adequate levels of enthusiasm to engage and motivate the children. For example, she praises children's efforts as they play, which fosters their self-esteem and confidence and encourages them to share and take turns. She takes the children on visits to the local park and shops to help them to develop a sense of belonging and an understanding of their community and the world around them.

The childminder's daily routine helps to prepare children for the move to school and gives them an understanding of what is expected of them. Children are beginning to demonstrate independence when they wash their own hands and feed themselves confidently. Children have opportunities for physical play and fresh air outside in the front garden with ride-on-toys and bikes. The childminder updates parents about their children's learning adequately, for example, by sharing records of learning through discussions, as parents drop off or collect their children. She provides a daily diary that informs parents of the activities and daily routine for their child. Parents are encouraged to share achievements observed at home and work alongside the childminder to support children's learning. This develops a consistent approach in supporting children's progress.

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

The childminder has formed good bonds and attachments with the children and, as a result, their emotional development is promoted effectively. Children of all ages develop secure relationships with the childminder and are happy and content. They talk to the childminder as they initiate their own play, which demonstrates confidence and self-motivation. The childminder emotionally prepares all children for the next steps in learning when she praises and encourages them. She uses positive reinforcement when dealing with minor conflict situations and encourages children to play cooperatively, taking turns and sharing resources and equipment. Children's confidence and decision making skills are promoted as they explore their surroundings, choosing the resources they would most like

to play with and then deciding where to play with them. However, although the layout of the furniture allows resources and toys to be accessible, the area is cluttered and as a result, access is restricted and limits children's choice and opportunities for freely-chosen play and exploration. Children are learning to keep safe when they go out to the park and shops. They know they need to hold hands and stay close to the childminder.

The childminder maintains a food hygiene certificate and she offers children a healthy range of food and drinks, including fruit. She considers individual children's likes, dislikes and cultural beliefs when producing menus and ensures allergies are managed appropriately. This means that children are developing an understanding of why it is important to have a healthy diet and to look after themselves and each other. Children are cooperative and use their imagination as they talk and play with adults and each other. For example, the childminder provides an activity to develop children's understanding of more complex shapes. She introduces rectangles, pentagons, hexagons and octagons and children match these onto a piece of paper with the words written on it to identify each shape. She relates this to previous activities at the childminder's home and at school, which enables children to recall and discuss previous experiences. This provides children with a sense of achievement and consolidates their learning.

Information sharing between the childminder, parents and school supports children's continued care, learning and development. The childminder attends various groups and this provides the children with good opportunities to develop their social skills and their interaction with other adults and children. This further helps to develop their understanding of their community and supports children in being emotionally and socially ready for their move on to school. Parents value the childminder stating, in responses to questionnaires, that they are pleased with the service provided. Parents also comment on the fact that the childminder works flexibly to meet their needs, which enables them to continue working.

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

The childminder has taken prompt and effective action to address points for improvement from her last inspection. She is making steady progress in the continuous development of her provision and practice. Children benefit from a range of resources and activities that support progress across all areas of learning and development. The childminder has some understanding of her responsibility to monitor and plan for children's progress. Children's individual files show that the childminder completes assessments of children's learning, and that she is beginning to use this information to plan and deliver activities across all areas of the educational programmes. However, the system is not fully robust because children's next steps in learning are not consistently identified and used to plan precisely for each child's needs. As a consequence, children's progress is not consistently good.

The childminder has some knowledge of safeguarding issues, and can recognise the signs and symptoms of abuse. She understands the procedure to follow in the event of a safeguarding concern or if an allegation is made against her. The childminder has a range of policies and procedures that she knows well and has demonstrated a commitment to

improvement by acting on her previous inspection actions and recommendations. She has removed the cot bed from the premises, as she cannot confirm that it is fully safe and suitable for use. The childminder conducts assessments to reduce the risk of potential hazards to children. However, she does not consistently take action to address these. For example, occasionally, safety gates are left open and children are not closely supervised, giving them access to the kitchen and upper floor of the premises. This is also a breach of the Childcare Register requirements.

The childminder adequately reflects on her practice and has identified some areas for improvement in her self-evaluation. She has ensured that overall, the premises are secure, so that children are prevented from leaving unaccompanied and intruders cannot enter. Regular fire drills, that include all children, are carried out and smoke detectors are fitted and link with the local fire station. This demonstrates a commitment to improvement. The childminder works in partnership with other professional agencies, maintaining links with the local school, to enhance children's learning opportunities. This ensures a consistent approach towards caring for all children. The childminder provides a flexible service to parents and takes positive steps to build good relationships. She keeps them well informed and to some extent involves them in children's learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

### To meet the requirements of the Childcare Register the provider must:

- ensure hazards to children are kept to a minimum, with particular reference to closing the safety gates and ensuring appropriate levels of supervision to maintain children's safety and well-being (compulsory part of the Childcare Register)
- ensure hazards to children are kept to a minimum, with particular reference to closing the safety gates and ensuring appropriate levels of supervision to maintain children's safety and well-being (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY461426
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	965400
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/02/2014
<b>Telephone number</b>	

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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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