

Inspection date	23/10/2012
Previous inspection date	05/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 happy, content and secure with the childminder and are progressing well in their learning.
- The educational programmes have depth and breadth to provide many interesting and challenging experiences to support children's physical, social and communication skills.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.
- Partnerships with parents are effective and make a good contribution to meeting all children's needs.

It is not yet outstanding because

- Opportunities for children to speak and listen in a range of situations to develop their growing confidence and skills in expressing themselves have not yet been fully embraced.
- Children do not spontaneously access a range of reading materials to ignite their interest and develop links to letters and sounds.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 playroom and outside area.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies and procedures and children's records.
- The inspector took into account the views of parents at inspection.

Inspector

Wendy Fitton

Full Report

Information about the setting

The childminder was registered in 1996. She lives with her partner, who works as her assistant. There are two adult children and a 10 year old child in the household. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Darwen area of Lancashire.

The whole ground floor of the childminder's house is used for childminding, this includes a

playroom. Children do not generally access upstairs areas apart from the bathroom. There is a fully enclosed garden for outside play.

The childminder has completed basic training, including first aid and child protection and has a childcare qualification in children's learning and development. She attends a childminder group at the local children's centre and is active in the childminding network. She visits the local shops, parks and places of interest on a regular basis. She collects children from local schools.

What the setting needs to do to improve further

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

- extend activities to consolidate children's communication and language skills through using more open questions and by providing more opportunities to express themselves
- develop ways to promote children's independent access to a full range of books and reading materials to further enhance their growing literacy skills.

Inspection judgements

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

Children are happy and content with the childminder. They have access to a range of interesting and challenging experiences to support their learning and development needs. The childminder has a secure knowledge of the seven areas of learning and children are well supported in their learning. For example, children can freely access space and resources and therefore, develop their independence skills, although, there is scope to extend their independent use of books. Children are comfortable with the routines and rhythms of their day and the play areas are suitable and safe to support their physical and emotional development. They respond to small tasks as they tidy away their toys and prepare for their lunch. Children help with personal tasks when putting on their aprons with adult support. They enjoy being with other children and socialise in their community. Children develop their physical skills through using one handed tools, such as glue sticks and collage materials to make their pumpkins pictures. They learn to use the golf clubs and develop their coordination to accurately hit the golf ball. Children ask simple questions and can communicate their needs to the childminder. They ask to change their activity, ask for a drink and are independent in self-care but need adult support. There are times, however, when the childminder does not fully utilise opportunities to ask pertinent

questions to provide children with the chance to express themselves. Children develop their creative and imaginative skills when they pretend play with their favourite figures and dolls and relate to the experiences they are familiar with. Children confidently explore sand and dig with spades to fill containers and make marks in the sand with trucks and cars.

Teaching is effective and observation and assessment procedures are focused. The childminder plans for individual children in response to the information gathered from parents on induction. Each child has a learning journal, a daily diary and a 'news from home' sheet. The childminder has detailed knowledge of children's current and future learning and development needs. All children are involved in activities and are fully motivated and secure in the routines and activities. They are all progressing at their expected level of development and in some areas are above that level given their age and stage of development. Relationships with parents are effective and make a good contribution to meeting all children's needs. The childminder discusses children's learning and progress and sends home their learning journeys at the end of the summer. Parents are involved in their children's development and contribute to the assessments. The daily diary sheet covers all children's routines, activities and learning needs.

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

The childminder is skilled and sensitive to support children to form strong, secure, emotional attachments, providing a base to promote their personal, social and emotional development. For example, they begin to express their own personal needs when feeling uncomfortable or wanting a drink. They respond to lots of positive interaction from the childminder as she praises them when they carry out any tasks independently. Children cooperate with personal care routines and understand the importance of hand washing and having their nappies changed. Children are happy and obviously enjoy their time at the childminder's home.

Children develop their self-help skills as they assist in dressing, putting on coats and feeding themselves. They become sociable as they meet with other children and adults at the play centres, toddler groups and visit lots of community areas and places of interest. Children develop a good understanding of health and safety. They gain an understanding of risk through activities that encourage them to explore their environment. Children are encouraged to try things for themselves and think about safety boundaries when going outside. They talk about not climbing on the tables, to think when crossing roads and why they wear high visibility jackets when walking in the community. Children's health and well being is promoted. They thrive when their physical and emotional needs are met. Children regularly access the outdoor play area and are provided with nutritious meals, snacks and regular drinks. They sleep according to their individual routines. Children can be active and have time for relaxation. The environment is homely with suitable furniture and equipment for children to play, rest and eat in comfort and safety. Children become well prepared for their next stage of learning because the childminder plans her activities according to individual their needs and wishes. She observes them during their play to ensure that their physical, personal, social and emotional development is promoted.

Children's behaviour is well managed and in accordance with children's understanding and level of development. Children are secure with the differences about right and wrong. They learn how to behave because the childminder is a good role model to them. Children respond to positive praise and encouragement. The childminder is fully aware of her duty to protect and safeguard children's welfare. Parents have access to organisational policies and procedures and know what to do in the event of any concerns and all procedures are effective. Parents' comment very positively through questionnaires and verbal feedback. For example, they are pleased with the care that the childminder provides and that she is very flexible, supportive and understanding.

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

The childminder has a good knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures for safeguarding, risk assessments and meeting children's welfare needs. The childminder is aware of what to do and who to contact if there are any safeguarding concerns. The safeguarding policy is accessible to parents. She is sensitive to any information or observations that may affect children's safety and well-being and notification to safeguarding agencies and Ofsted are made. The childminder has a secure knowledge and understanding of how children learn. She consistently monitors her routines and planning, in order to meet children's learning needs through a broad and balanced range of experiences and activities that cover all seven areas of learning. All children are at their expected level of development and in some areas above their expected age band. The childminder is sensitive to dealing with any gaps in children's learning that she may identify and has clear procedures to involve parents and other professionals.

All children's individual needs are planned for according to the information given from parents at entry. Each child has a learning journal, which identifies their future learning needs. Self-evaluation takes into account the views of parents. The childminder has completed a self-evaluation form and has updated this from last year with additional information. She has fully responded to the action and recommendations from her previous inspection. The childminder is an active member of a childminding network and is striving to improve her grading to become accredited. The organisational policies and procedures are reviewed and updated each September when children move to school and new children begin. The childminder is committed to further training and development to fully embed her knowledge of the current Early Years Foundation Stage Framework. The childminder accurately identifies her strengths and enjoys her work with children and watching how they learn.

There are effective partnerships with everyone involved with specific children to meet their learning and progress needs. A parent's notice board displays all certificates and relevant information about the organisation. The childminder sends home a newsletter to parents to inform them of the themes, outings and activities. Parents are encouraged to comment on the 'news from home' sheet, so that she can take things forward in her environment. The childminder networks with a group of childminders and has support from her local childminding network coordinator. There are good links with local schools, children's

centres, health professionals and other agencies. As a result, all children are fully supported and no child is disadvantaged.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	301621
Local authority	Blackburn
Inspection number	818643
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	05/07/2011
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 that are

usually their 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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