

Inspection date

17/10/2014

Previous inspection date

07/05/2009

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

- Effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, children are well prepared for their next stage in learning, including school.
- The childminder provides a welcoming and homely environment. She establishes warm and secure relationships with the children and they have a strong sense of security and belonging as a result.
- Safeguarding procedures are good. The childminder effectively supports children's understanding of how to keep themselves safe.
- A comprehensive and well-targeted programme of professional development always focuses on the impact for children, which means they make good progress in their learning.
- Children's individual needs are quickly identified and are met through effective partnerships between the childminder and parents. Therefore, children's care and learning are well promoted.

It is not yet outstanding because

- Opportunities to further develop children's problem solving and critical thinking skills are sometimes missed. For example, giving children time to solve problems and using different teaching strategies, such as open-ended questions.

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 childminder's lounge and outdoors.
- The inspector held discussions with the childminder and interacted with the children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
The inspector looked at a range of records including children's details, learning information, assessments, trackers, planning, written policies, training certificates and a selection of other documents.
- The inspector checked evidence of the suitability of adults living in the household and the childminder's qualifications including first aid.
- The inspector took parents' views into consideration.

Inspector

Jacqueline Midgley

Full report

Information about the setting

The childminder was registered in 1986. She lives with her husband in the town of Great Harwood, Lancashire. Local amenities, such as shops, a park and schools are close by. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a small enclosed yard for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She has two children within the early years age range on roll, who she regularly takes to the local toddler group. She provides opportunities for regular contact with other registered childminders and their children. The childminder takes and collects older children from the local school. She holds an appropriate childcare qualification at level 3.

What the setting needs to do to improve further

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

- build further on children's critical thinking skills, for example, by using open-ended questions when discussing a particular topic or interest
- enhance children's problem solving skills further by allowing them more time to think about solutions and answer questions.

Inspection judgements

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

Teaching is good because the childminder provides a good range of interesting, stimulating and challenging experiences for children to enjoy both indoors and outside, including outings. This means that children thoroughly enjoy exploring the environment while being supported and encouraged to try new things. For example, children enjoy gathering conkers and fallen leaves for use in their artwork. The childminder ensures that each child feels valued as an individual. This means that all children are supported appropriately. As a result, children are progressing well towards their expected levels of development because the childminder provides good levels of challenge. The childminder has high expectations for children and a good understanding of child development and the prime and specific areas of learning. She uses this knowledge effectively to support children to make good progress across all areas of learning. For example, when supporting early language development she repeats words back to children in order to encourage their correct pronunciation. Although children are well supported in all areas of learning, the childminder occasionally does not give children enough time to think about their responses. This means that on these occasions they are not encouraged to solve problems or work out solutions for themselves. The childminder does not always skilfully use open-

ended questions when discussing areas of interest with the children. Consequently, they are not always encouraged to build further their critical thinking skills.

The childminder uses a clear system to observe, monitor and track children's learning through accurate assessments. This means she has a good understanding of children's individual learning needs and interests. This information is then used to inform the planning. As a result, children demonstrate the characteristics of effective learning and make good progress. Planning for children's future learning is effective as it is informed by children's identified next steps and interests. Therefore, children's individual learning needs are met. For example, when children show an interest in technology, their learning is supported as they investigate the childminder's electronic tablet and enjoy educational programmes. This means they are generally supported with individual learning opportunities to make good progress in all of the seven areas of learning. Additionally, there is a broad range of play opportunities help children make good progress. This is as a result of a solid, secure understanding of how children learn, and accurate monitoring. Children therefore are ready for school when the time comes because they have a wide range of skills to support their future education.

Relationships with parents are very positive and contribute well to meeting all the children's needs. Parents speak to the childminder on a daily basis and a detailed and effective communication book is used. This includes lots of photographs showing the breadth of activities the children engage in during their time with the childminder. It is an accurate record which ensures parents and carers are well informed of their children's learning and development. Parents contribute to learning files and are involved in the assessment process. For example, the childminder involves parents in the progress checks of children between the ages of two and three years to identify children's strengths and the areas where children's progress is less than expected. She completes these in a timely manner. Therefore, children are effectively supported in partnership with parents and any relevant professionals and early intervention can be sought, if necessary. The parents and childminder enjoy a strong relationship, which supports a shared understanding of children's learning in the setting and at home. For example, effective strategies to encourage communication and language development are shared with parents. Consequently, children make good progress.

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

The childminder develops strong, supportive and positive relationships, which provide maximum benefit to both the children and their families. This effectively supports children's emotional well-being and provides firm foundations for their learning. The childminder ensures that all children form secure bonds and attachments by having really well tailored settling-in procedures. She ensures that children are happy and enjoy their time by finding out about children's needs, likes and dislikes, and talking to parents on an ongoing basis. For example, she talks to parents each day to ensure consistent support is offered to children. Consequently, the welcoming environment helps children feel at home in the setting, so that they enjoy their time and make good progress in their learning.

Children actively adopt healthy lifestyles. They independently follow good hygiene routines and are reminded of the importance of cleaning their hands before meal time. Meals and snacks are healthy and nutritious with a variety of cheeses and grapes at snack time and homemade sausage pasta with vegetables, followed by yogurt at lunchtime. This range gives children good opportunities to try new tastes and is varied to encourage children to be interested in what they eat and to enjoy these social occasions. Children's behaviour is managed very well. The childminder gets down to the children's level and calmly communicates her expectations. Therefore, the focus is on a positive atmosphere of mutual respect and trust where the childminder frequently praises children's efforts and achievements. Consequently, behaviour is good and children's self-esteem is well supported.

Children's independence skills are well developed and therefore, when the time comes, they can effectively make transitions to other settings, such as school. They are able to manage their own self-care, appropriate to their age, because the childminder provides good guidance. For example, children competently set the table for lunch, and feed themselves using appropriate cutlery. Consequently, children are self-assured and confident. The childminder ensures medical and dietary needs are known and managed and all accidents are recorded. She holds a paediatric first-aid qualification and has a good understanding of safeguarding issues to ensure children learn about keeping themselves safe at all times. For example, she encourages an understanding of road safety, while ensuring she holds the hand of younger children, when walking near the road. Consequently, children learn how to understand the world in a well-organised, risk assessed environment.

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

Safeguarding arrangements are good. The childminder understands her role in protecting children from harm and is aware of what to do should she have a concern about children's welfare. This helps to make sure that children are appropriately protected. She is fully aware of her role and responsibilities in delivering the Early Years Foundation Stage. Risk assessments and safety measures are thorough, and as a result, children are cared for in a safe environment. Required documentation and records are well maintained and reviewed to ensure they are up to date. They effectively underpin the childminder's practice in maintaining children's safety and welfare.

The childminder is highly motivated in her continuous professional development and is continually seeking ways to improve. The wealth of additional training she undertakes contributes towards the good progress that children make in their learning. For example, she has attended training in relation to supporting children's communication and language development, and has implemented the principles learned into her practice. Consequently, children's speech development is well supported. Effective partnerships with parents and older children in her care are well established. Their views contribute to self-evaluation and continued improvement through regular consultation as the childminder provides opportunities for them to express their opinions through questionnaires and discussion. Consequently, self-evaluation and improvement plans are good because parents and

children are fully involved. The childminder has high expectations and a strong drive to improve this already good setting. For example, since the last inspection all recommendations have been fully addressed.

Partnership with parents and other childminders are strong and contribute significantly to the good progress children make. Consequently, there is continuity and every opportunity for children to reach their full potential. Feedback from parents is overwhelmingly positive. For example, parents stated 'my child's speech has really improved'; 'they are learning new things all the time' and 'I am kept really well informed by the lovely daily communications book which has loads of pictures and she speaks to me every day too'.

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	307697
Local authority	Lancashire
Inspection number	876810
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	07/05/2009
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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