

Inspection date	21/08/2014
Previous inspection date	11/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder plans experiences that are strongly focused on developing children's communication and language skills and physical, personal, social and emotional development. As a result, children develop the skills, abilities and attitudes that prepare them exceptionally well for future learning and eventually, school.
- The childminder undertakes clear and consistent assessments on all children's progress. These, together with highly effective monitoring, enable her to quickly identify any gaps in children's learning and development and provide any extra support as is deemed necessary.
- The childminder maintains warm, caring and affectionate relationships with all children, thus forging strong and secure attachments. As a result, children's emotional well-being is fostered extremely well.
- Children are safeguarded extremely well, because the childminder is fully trained to a high level in child protection procedures and clearly demonstrates her understanding of what to do should she have concern over children's welfare.
- The childminder's home is extremely welcoming and the extensive range of toys and resources are easily accessible, enabling children to make superb independent choices about their play.
- The childminder has excellent relationships with parents. The mutual sharing of information regarding children's welfare and development contributes to meeting children's needs by ensuring continuity and consistency for all children.

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 undertook a tour of the premises and observed and talked with children as they played in the living room, playroom and craft room.
- The inspector held discussions with the childminder and co-childminder at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder, co-childminder and assistants.
- The inspector spoke with parents and carers and viewed testimonials, taking their views into account.
- The inspector conducted a joint observation with the childminder.
- The inspector viewed a wide range of documentation, including children's learning files, planning documents, relevant policies and procedures and the childminders self-evaluation form.

Inspector

Janice Caryl

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 who is also a registered childminder, in a bungalow in Slyne, near Lancaster, Lancashire. The childminder is also registered to work with an assistant. The whole of the house, except for the front garden and one bedroom, is used for childminding. Children have access to a rear garden for outdoor play. The childminder visits the shops, park and local amenities on a regular basis and collects children from the local schools. There are currently 21 children on roll, 14 of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant level 3 qualification in early years childcare and education. She supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. She is also a community childminder providing support for children needing respite care. The childminder is an accredited member of a local childminding network.

What the setting needs to do to improve further

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

- enhance and strengthen the already excellent provision for children's outdoor learning further by making it even richer in print and number.

Inspection judgements

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

The childminder has an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage and of how young children learn. Consequently, children thrive in her care because they are highly stimulated and motivated as they learn through their play. She is highly skilled in observing and assessing children's attainment so that they make rapid progress in relation to their starting points. The childminder links observations to the seven areas of learning, highlighting any next steps. As a result, children's learning is suitably extended through a wide range of activities and experiences. The childminder's planning is extensive, meeting children's needs and interests through an excellent balance of child-initiated and adult-focused activities. She has extremely high expectations of children's capabilities. This means that children benefit highly from experiences and learning opportunities that stretch their skills and abilities. The childminder tracks children's development meticulously and completes progress checks regularly. This includes the progress check for children between the ages of two and three years. As a result, any gaps in children's learning are identified early with

additional support provided as necessary. Consequently, all children, including those with special educational needs and/or disabilities, make excellent progress towards the early learning goals.

The childminder focuses primarily on supporting children to acquire the skills in preparation for moving on to nursery or school. The childminder provides a wealth of opportunities where children learn to be autonomous and make independent choices. Her excellent teaching skills support children in developing their communication and language. This is demonstrated as children become fully engaged in taking part in the story of the 'Little Red Hen'. They concentrate and listen well to the childminder who is enthusiastic and vibrant in her story telling. She involves all the children, uses puppets and props and invites them to join in with the story. As a result, learning is significantly enhanced for all children, including those with English as an additional language. Children animatedly recite words and phrases as they develop their communication skills in exciting and fun ways. Children are extremely confident and self-assured. This is because the childminder respects and values the contributions children make in their play. For example, children excitedly clap and jump as they sing nursery songs and rhymes. They thoroughly enjoy the activity and ask for more. The childminder respects their wishes, letting children take the lead. She encourages children to think of other songs and rhymes, which stimulates and motivates them further. Consequently, children also benefit from the physical activity. They are able to freely express themselves through dance and movement and practise learning different songs and rhymes. The childminder is highly skilled at extending children's learning through observation of their play. Children enjoy exploring the sensory blocks. They begin to build and stack them. The childminder sensitively intervenes as she introduces new and different concepts to children. She invites the children to shake the blocks, encouraging listening skills as she asks which sound is louder. Children concentrate as they listen intently. She promotes thinking skills as she asks children to predict how other blocks will sound. Children then take great delight as they look through the tinted lenses, seeing the environment in different colours. Consequently, children's knowledge and understanding is widened because the childminder promotes sensory exploration. The outdoor area is highly stimulating and offers a wealth of opportunities for children to develop their skills in all the areas of learning. For example, children develop their physical skills as they explore the properties of sand and water. They learn about different animals and insects as the childminder encourages them to find and investigate mini-beasts, using magnifying glasses to enhance their exploration. Children have an extensive range of apparatus to use, developing and extending their physical skills. The childminder provides a wide range of opportunities for children to develop their early literacy and numeracy skills inside and outside. This is evident through the use of books, labels, signs and posters. Children have use of a wide variety of writing tools such as chalks, pencils, crayons and paints. In the outdoor play area, the childminder has introduced some labelling and posters showing letters and numbers. However, there is scope to enhance the outdoor environment further so that children have even more opportunities to recognise words and number.

The childminder has developed superb relationships with the parents and carers. She fully understands the importance of establishing strong, secure and trusting relationships through highly effective communication methods. The excellent partnerships with parents complement the process of observation and assessment. Information gathered when the

children first start with the childminder provides a useful baseline for further assessments. Parents are happy to make observations at home and make comments in the home to setting communication book and in children's learning files. The childminder communicates verbally on a daily basis, and through regular progress reports, about how children are developing. Parents look at the files regularly, which make them fully aware of the achievements the children make. The childminder involves parents further by sharing the planning and all activities on the notice board, on compact discs and on a digital screen, which can be viewed in the entrance to the setting. As a result, parents are fully involved and kept exceptionally well informed of their children's progress. Parents comment on the excellent communication that occurs between them and the childminder.

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

The childminder is passionate about ensuring the emotional needs of children are well met. Settling-in procedures for new children starting at the setting are planned carefully to ensure children are emotionally well prepared. She gathers a wealth of information, which helps her to know and understand the children and the families better. Consequently, the childminder knows the children and their families exceptionally well. She is highly sensitive and respectful of all children, families and other cultures. For example, she celebrates other languages and customs as a natural part of the daily routine. In addition, an All about me display shows the family trees of children in her care. This encourages children to share experiences and talk about other family members and pets, reinforcing their sense of belonging. As a result, strong relationships are established and children settle quickly in her care. Younger children show their strong and secure attachments by asking for cuddles. Older children confidently explore their environment and are quickly responded to when they make requests. As a result, they develop a strong sense of belonging as they explore and play independently. The childminder has high expectations of children and has extremely good ways to encourage their positive behaviour and manage their feelings. She uses puppets to help children discuss their feelings. In addition, she has books where children can learn about special circumstances that can generate different emotions. As a result, children are extremely well supported in learning how to control their emotions and their behaviour is exemplary. The childminder teaches children the expected codes of behaviour and the reasons why they are important. Consequently, children learn the differences between right and wrong, and begin to develop good social skills for the future.

The childminder's home is inclusive, welcoming, inviting and stimulating. It is well resourced with high quality toys and activities to support children's learning and development. The childminder promotes independent learning and encourages children to develop self-help skills. For example, children are encouraged to manage the toilet themselves, wash their hands and tidy up after their play. She teaches children about adopting healthy lifestyles. She provides activities that promote healthy eating. This is evident in the displays where children have painted paper plates of their favourite healthy food choices. Posters on display reinforce the messages for children and their families. Healthy snacks are provided where children are encouraged to share and try different foods. Children thoroughly enjoy eating the fresh fruit available and trying the different breads, such as croissants and brioche. Children get a wealth of opportunities to benefit

from physical activity. The garden is well designed and offers spaces to entice children to explore and investigate in the fresh air. The elevated playhouse provides opportunities for imaginative play, and bridges, slides, swings, ladders and a climbing wall support children in gaining a wide range of physical skills. The childminder is vigilant and maintains a safe and secure environment by completing risk assessments on all the equipment. This means that all children regardless of their age or ability have opportunities to acquire and practise new skills. Furthermore, they learn to manage the environment, assess risk and gain an understanding of personal safety.

The childminder arranges activities to support children's emotional well-being in preparation for school. She is extremely conscientious and eager to ensure that all children are ready, emotionally and physically, for their next stage in learning. She demonstrates her understanding of the skills children need to make transitions easier. For example, she ensures they are independent in self-care, and teaches them to read and write their names and simple words. In addition, she has extremely good links with other childcare providers, inviting them into the setting to discuss children's progress and individual needs. Photographs of teaching staff are displayed on cards for children to look at and discuss, to help them become more familiar. The childminder has a very good range of books and stories which help children further, to dispel any fears or anxieties about starting school. Consequently, children are well prepared for their next stage in learning. Children attending other settings are also supported extremely well. This is because the childminder ensures that transition sheets are used effectively to share developmental stages and progress. As a result, the continuity of care and learning is excellent.

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

The childminder has a robust knowledge and understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. She is committed to ensuring her training is up to date so that she remains well informed of any amendments to local authority safeguarding procedures. She demonstrates a clear understanding of the procedures to take should she have a concern over a child's welfare. Consequently, children are effectively safeguarded. The childminder is aware of how to establish and maintain parents' confidence and trust in herself and her co-childminder. For example, she has clear policies and procedures in place, which demonstrate how she keeps children safe and well cared for. Occasionally, the childminder employs an assistant. She is totally aware of the requirements concerning assistants and ensures that all checks are completed through the Disclosure and Barring Service. As a result, children are kept safe and secure at all times. The childminder's vigilance and attention to detail, in ensuring risk assessments and daily checks are thorough, helps to keep children safe as they play. The childminder is fully trained in paediatric first aid procedures. She always ensures she has equipment with her to support a child in the event of an accident or minor emergency. Consequently, children are effectively safeguarded at all times. Her health and safety policy is very comprehensive and regularly reviewed. This means that she continually maintains a healthy, safe and secure environment, where children thrive in her care.

The childminder effectively monitors the programme of activities that children take part in. Observations are meticulously tracked to ensure all areas of learning are effectively covered. As a result, children make excellent progress towards the early learning goals. Children's learning files are concise, accurate and informative. These, alongside the progress tracking sheets, ensure parents have a reliable account of their children's development. In addition, they provide a reliable source of information when children first start school. Furthermore, the childminder can implement early interventions to support children's learning, including the involvement of other agencies and professionals if necessary. The childminder more than fulfils her responsibilities to update her knowledge and skills. Her attendance at courses is exemplary. In addition, she liaises closely with the local authority adviser and receives updates in legislation. Consequently, children benefit because of the high quality practice maintained in the setting. The childminder and her co-childminder continually reflect on their practice and provision. She is totally dedicated to her work with the children and consistently strives to provide them with the best possible care and education. Strengths and areas of development are clearly identified and targeted plans are in place to secure continuous improvement. This has a significant impact on ensuring that the setting provides a service that is of a consistently high standard.

The childminder has outstanding relationships with parents, other professionals and external agencies. This means that children's needs are exceptionally well met. The information provided for parents is detailed and comprehensive. The childminder provides a notice board that contains information about planning, specific activities and events happening in the local area. Communication methods are highly effective, with parents regularly exchanging comments and feedback in the home communication book. The childminder ensures parents and carers are fully aware of all the policies and procedures. She welcomes any comments and suggestions provided by the parents or the local authority adviser. As a result, there is a collective approach to the safe and efficient management of the setting. The partnerships with other professionals are exceptionally strong and ensure the needs of all children are extremely well met. The childminder is proactive in establishing dialogue to exchange useful information with other early years providers.

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. 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	307802
Local authority	Lancashire
Inspection number	855156
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	21
Name of provider	
Date of previous inspection	11/06/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

