

Inspection date	30/09/2014
Previous inspection date	20/05/2009

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

- The childminder provides a welcoming and homely environment. She establishes warm and secure relationships with children, so they have a strong sense of security and belonging.
- Effective teaching strategies are in place to help children develop and to support their physical, personal, social and emotional development. As a result, all children make good progress in their learning given their starting points.
- A comprehensive and well-targeted programme of professional development always focuses on the impact for children, which means that they make good progress in their learning.
- Safeguarding procedures are good. The childminder effectively supports children's understanding of how to keep themselves safe.

It is not yet outstanding because

- The childminder does not always ensure that all parents contribute to initial assessments of children, so that all children always benefit from a shared understanding and common approach to their progress.
- There are sometimes missed opportunities to incorporate all areas of learning in outdoor play. For example, by offering opportunities to explore books in the garden.

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, dining kitchen and the outside area.
- 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 the adults living in the house, the childminder's self-evaluation form and qualifications, including first aid.
- The inspector read accounts from parents to take their views into consideration.

Inspector

Jacqueline Midgley

Full report

Information about the setting

The childminder registered in 1995 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in the Oswaldtwistle area of Lancashire. The home is close to shops, parks, schools and public transport links. Children have access to a dining kitchen area, downstairs bathroom, main lounge, a second study area and an enclosed rear garden. There are currently five children on roll in the early years age group. The childminder operates from 7.30am to 5.30pm, all year round. She is a member of a local childcare network, receives support from the local authority and holds a relevant 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:

- enhance the depth of information gathered from parents about children's learning and development on entry to the childminder's home, in order to further enrich the planning process
- enrich the opportunities for children to fully embrace all areas of learning during outdoor play, for example, by providing books outdoors.

Inspection judgements

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

The quality of teaching is good. The childminder has a good knowledge of the learning and development requirements. She has a good understanding of how children learn. As a result, children make good progress in their learning, given their starting points. She provides a bright and welcoming environment, with well-organised toys and equipment, stored at child height. This ensures that children make purposeful progress in all areas of learning and development. There is a sharp focus on helping children to acquire communication and language skills and on supporting physical, personal, social and emotional development. Furthermore, good links with parents means that children are very well prepared for school and their next stage of learning.

The childminder uses a clear system to observe, monitor and track children's learning through effective and accurate assessments. This means that she has a clear knowledge and understanding of children's individual learning styles, needs and interests. This information is then used to inform the planning, which is based on children's individual interests to provide a broad and balanced range of activities to precisely match their specific learning needs. As a result, children demonstrate the characteristics of effective learning and make good, in some cases rapid, progress. The childminder recognises and

values the benefits of being outside. She takes children on outings to local parks and places of interest on a daily basis and seeks to incorporate all areas of learning in their activities. For example, mathematics is incorporated as they search for bigger or smaller leaves. Also, children's vocabulary and understanding is extended as they search for leaves of different colours. Children play in the garden where there are a delightful range of resources to further maximise their physical skills. However, there are sometimes fewer opportunities within the outdoor areas. For, example, children are not always able to explore books. Good teaching strategies are employed to meet children's specific needs and to promote their all-round development. As a result, children make very good progress given their starting points. Each child responds affectionately to the childminder, who demonstrates warmth and support to each individual child. Therefore, children are confident, calm, relaxed and able to learn. Every child has an individual profile and a record of learning that is comprehensive and includes photographs and examples of their own work. The childminder has a wealth of knowledge of every child's needs and future needs.

Relationships with parents are very positive and contribute well to meeting all children's needs. Parents speak to the childminder on a daily basis and a detailed and effective communication book ensures parents and carers are well informed of their children's learning and development. They 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 their strengths and areas where their progress is less than expected. She completes these in a timely manner and therefore, children are effectively supported in partnership with parents and any relevant professionals. The childminder and parents enjoy a strong relationship, which supports a shared understanding that effectively supports children's learning in the setting and at home. However, there are occasionally missed opportunities for all parents to always contribute to the assessment of all children's starting points, to ensure a joint approach to their future learning and development.

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

The childminder supports children to feel extremely secure and comfortable with routines. There are good, close relationships with children and the childminder. Children respond to appropriate boundaries with encouragement and support. They fully engage in their activities and experience very comprehensive and varied learning opportunities. Relationships with parents are positive and make a good contribution to meeting children's needs. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The caring interaction between the childminder and children ensures that all children form positive and trusting relationships. Children settle well because the childminder finds out very meaningful information from parents relating to their well-being. This ensures all children's needs are known and effectively met. Consequently, children are well supported in the move from home to the childminder's home.

The childminder effectively promotes children's independence and sense of responsibility

through a balance of child-initiated and adult-led experiences. Children are able to manage their own self-care appropriate to their age because the childminder provides good guidance and gives them time to complete tasks. For example, at lunch time, children proudly make their own sandwiches, effectively supported, encouraged and praised by the childminder. Consequently children's confidence and self-esteem are well supported and when the time comes, they are self-confident and emotionally well prepared for the next stage in their learning, including school.

The childminder acts as a good role model, helping children to learn how to be healthy, such as washing their hands before lunch and positively promoting healthy foods. She role models and uses positive communication strategies, to help children understand about acceptable behaviour. Consequently, children's behaviour is very good. For example, children learn to share, take turns and consider others. The childminder effectively supports children to gain an understanding of risk through a range of garden activities that encourage them to explore the environment. She provides high levels of supervision to keep children safe and learns the rules and boundaries set to ensure their safety. For example, older children hold onto the pram while on walks and apply the green cross code, taking time to look and listen for approaching cars. Consequently, children are kept safe.

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

There is a constant drive for continuous improvement and the childminder effectively monitors her performance. Self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. For example, the childminder has implemented all the recommendations made at her last inspection. The process for self-evaluation incorporates the views of the childminder, parents and other professionals. The childminder is highly motivated in her continuous professional development and she is continually seeking ways to improve. A wealth of training contributes towards the good progress that all children make in their learning from their starting points. Effective partnerships between parents, external agencies and other providers are well established. These contribute to meeting children's individual needs effectively. The childminder works closely with the local authority early years team, who provide training and support.

Safeguarding procedures are good. The childminder prioritises children's safety and has an excellent awareness of safeguarding issues. She is competent in the procedures to follow and who to contact in the event of any concerns about children or other adults in the home. The childminder has undertaken safeguarding training externally and follows strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice. Extensive risk assessments for all areas, inside and outdoor and resources ensure children's safety remains paramount. Extensive support and liaison with a wide range of professionals enables the childminder to implement the requirements of the Early Years Foundation Stage with confidence and meet the individual needs of children. As a result, she has an excellent understanding of

the requirements to effectively monitor all children's skills, abilities and progress.

The childminder has good relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls, for example, displays include photographs of children's families, including their parents and siblings. Parents are provided with a variety of opportunities to support and share information about their children's learning and development at home. Feedback from parents is overwhelmingly positive and describes the good progress made by children. For example, 'She is loving and caring', 'She helps children to blossom in every way' and 'She has spent a lot of time and effort to bring on his walking skills and makes made sure he has plenty of educational toys and activities to help him develop'.

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	308257
Local authority	Lancashire
Inspection number	876830
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20/05/2009
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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