

Inspection date	17/10/2014
Previous inspection date	15/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 make good progress in their learning and development because educational programmes cover the seven areas of learning and are linked to their individual stages of learning. Parents are effectively involved in their children's learning.
- The childminder fosters strong attachments with the children she cares for. Children are learning the importance of a healthy diet and lifestyle through nutritious food choices and opportunities for play and exercise outdoors.
- Children are effectively safeguarded, as the childminder is knowledgeable about child protection and demonstrates a good understanding of assessing risks.
- The childminder demonstrates a drive for development of her provision. Self-evaluation is accurate and training attended is well implemented.

It is not yet outstanding because

- Children's sensory development is not always fully supported because they do not have consistent access to a wide range of sensory activities and resources.

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 viewed premises, toys and equipment.
- The inspector observed the childminder playing and interacting with the children.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the childminder's qualifications and the suitability of adult household members.
- The inspector took account of the information provided in the childminder's portfolio and parents' comments provided for the inspection.

Inspector
Donna Birch

Full report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in a house in Padiham, Burnley. The whole of the ground floor, three bedrooms on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association of Childminding and Early Years.

What the setting needs to do to improve further

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

- provide further opportunities for children to explore using their senses by, for example, providing a wider range of sensory experiences and resources.

Inspection judgements

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

The childminder understands how to promote children's learning and development. She does this through play and planned activities that are linked to children's current stage of development and have breadth and depth across all areas of learning. The childminder works with parents from the start, obtaining through discussion a range of information about children's individual likes, routines and learning. This information is used alongside her initial observations, to assess children's starting points in learning. Each child has an individual learning journal record, which includes examples of their work, monthly observations of their learning and incidental observations of activities and experiences undertaken by them. As a result, children are well supported and show good levels of curiosity and confidence in the setting. This supports children to make good progress in their learning, in relation to their starting points and to demonstrate the key skills they need in preparation for the next stage in their learning.

The childminder provides a good narrative, teaching the children a range of words, to describe their play and extend their growing vocabulary. For example, she sounds out the names of toys and resources and points out pictures in books. Babies' language development is enhanced through the childminder's constant gentle tone. She acknowledges the sounds that babies make and uses positive facial expression to gain their attention. Purposeful interactions with children, effectively support their play and imagination. As a result, children's extended thinking and ideas are effectively enhanced.

The childminder has good systems in place to support parents to be involved in their children's learning and development. For example, she routinely holds daily discussions with them about their children's care and learning. Also, she provides parents with the opportunity to stay and discuss children's development at mutually convenient times. Additionally, she regularly provides parents with a written summary of their child's achievements. As a result, parents feel involved in their children's learning and care.

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

Children are very well settled in the childminder's care, due to the individualised settling-in sessions. While children and their parents attend introductory visits, the childminder gathers lots of useful information. This ensures that she knows the children well and she can meet their individual needs before they are left in her care. Children demonstrate that they feel safe and secure as they confidently explore the environment, interacting with the childminder when they need her. The childminder fosters children's independence well. For example, children choose their own resources from boxes that are labelled with pictures and words. In addition, the childminder understands the importance of ensuring that children have the skills they will need for school. She demonstrates a good understanding of how to do this. The childminder is aware of the need to ensure this process is shared with parents and teachers. For example, she completes a transitional profile report for each child, visits schools to talk with teachers and accompanies children on initial settling-in sessions. This ensures that children have continuity and consistency in their learning.

The childminder is an excellent role model for children. She uses clear and consistent strategies to manage behaviour and always offers children simple explanations for unwanted behaviours. Therefore, given their ages and stage of development, children are very responsive and behave well. The childminder supports children in keeping themselves safe. For example, she sensitively explains to babies the need to hold on, as they pull themselves up to stand. Additionally, older children take part in road safety activities while out in the community. Children have access to a wide range of resources that are safe, clean and age appropriate. However, the childminder has not fully considered the use of open-ended and natural resources, in particular for babies, to allow them even more opportunities to be active explorers and further enhance their senses.

Children's good health is successfully supported by the childminder. Clear messages are given to children about leading healthy lifestyles. For example, they visit the local shops with the childminder and help her choose fresh fruit and vegetables to use at the setting. Older children enjoy activities, such as baking and making their own wraps and home-made pizza for their afternoon tea. Children benefit from fresh air because the childminder ensures that they have daily access to the outdoor area and they routinely enjoy outings in the local community. They learn about good hygiene practices, as they play and learn in a clean environment. The childminder promotes children's independence and self-help skills. For example, she encourages them to learn and take part in good hand washing practices. Hygiene routines at nappy change times are good. The childminder uses

protective equipment and follows good hand washing procedures. This ensures that children's health is well protected.

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

Children's safety is well promoted because the childminder is knowledgeable of the safeguarding and welfare requirements. She uses effective risk assessments for her home and outings. This means that she minimises hazards and maintains a safe environment for children. The childminder maintains effective records for each child and all required parental permissions are in place. She has completed safeguarding training and she is aware of the signs and symptoms that would alert her to any child protection issues. In addition, she is confident about the action to take if she has concerns about a child in her care. Consequently, she knows how to protect children from potential harm. There is a clear safeguarding policy, which also provides guidance on the use of mobile telephones and cameras. The childminder is aware of her responsibilities when administering medicine and dealing with accidents and she holds a valid first-aid certificate. Additionally, all members of her family have had suitability checks carried out. The childminder's documentation is well organised in her childminding portfolio and this underpins her practice well. This, together with a good range of policies and procedures, means that children are protected.

The childminder has strong links with the local primary school to ensure consistency and continuity of children's care and learning. Partnerships with parents are strong. The childminder takes time to get to know the families and keeps them fully informed about their children's day by means of daily verbal communications at drop off and collection times. The childminder works closely with parents to ensure that the move from home to the setting is as smooth as possible. She gains information from parents about children's starting points, which she uses effectively, in order to support their individual needs.

Since her last inspection, the childminder has shown a dedicated approach towards improving her practice and ensuring that good quality care and education for the children. She has a good knowledge of observation and assessment and uses this well to provide effective educational programmes that cover all areas of learning. Children are motivated, as they take part in meaningful learning experiences, tailored to their individual needs. The childminder monitors the curriculum and tracks children's development in all areas of learning, as they make progress towards the early learning goals. She has attended training and demonstrates a desire to drive forward continuous improvement to the service she provides. The childminder reflects on her own strengths and weaknesses and seeks the views of parents, children and other professionals, to support her practice. As a result, parents and children feel listened to and she is making the necessary changes to her practice that benefit them and their families the most. Consequently, she shows a good capacity to continue to improve her already good practice.

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	308302
Local authority	Lancashire
Inspection number	867794
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15/04/2009
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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