

Inspection date

05/06/2014

Previous inspection date

12/06/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children relate well to the childminder's warm, patient manner and are happy and settled in her care.
- The learning environment is safe and clean. The childminder understands her responsibilities in safeguarding children, such as informing relevant agencies with any child protection concerns and serious allegations.
- Children are happy and they approach their play with enthusiasm. Through appropriate organisation of resources, especially indoors, children have sufficient opportunities to make their own choices in play.

It is not yet good because

- The childminder has not informed Ofsted of all changes of the household, with regard to people living at the premises over the age of 16 years, to ensure that they are suitably vetted. Although, this is a breach of requirements, the impact on children is minimal as people, who have not been vetted, are not left unsupervised with children.
- The childminder has not yet developed systems, in order to ensure the children's next steps in learning are well planned for within the prime areas of learning, so that they make best progress.
- There are fewer opportunities for children to have regular access to a variety of toys and resources that reflect diversity, to enable them to begin to learn about each other's differences.

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 had a tour of the setting and reviewed resources that are in place.
- The inspector observed an activity that took place.
- The inspector looked at children's individual files and tracking documentation.
- The inspector looked at paperwork, including policies and procedures and discussed planning for activities with the childminder.

Inspector

Claire Stafford

Full report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and a child aged 16-years-old. The home is situated close to the main road between Waterfoot and Bacup, Rossendale, Lancashire. The downstairs is used for childminding, as well as the upstairs bathroom and one bedroom. There is a secure garden area available for the children's use. The family has a pet dog. The childminder is currently minding three children, two of whom are in the early years age group. She also offers care to children aged over five years up to 11 years. This provision is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The childminder takes the children to toddler groups, nursery and local schools. Opening hours are from 7.30am to 6pm, all year round. She is a member of the Professional Association for Childcare and Early Years and Sure Start Childminding Network. She holds a National Vocational Qualification at Level 2 in childcare.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use assessment of children's progress to identify the children's next steps in their learning and use this information to provide challenging activities to ensure that children make good progress.

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

- provide a wider range of resources that reflect positive images of different cultures and disability to raise children's awareness of diversity and provide support, so children learn to respect and value differences.

Inspection judgements

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

Children enjoy their time at the setting. The childminder has an adequately resourced learning environment, which the children can independently access a range of toys, books and equipment. Children are supported to become involved in activities and are eager to become involved in them. For example, children participate in an activity that promotes their physical development; they are encouraged to push a large ball through a tunnel and crawl round to meet it at the other end. This actively promotes and develops children's large muscle skills. Children demonstrate delight and excitement during the activity session as the childminder praises and encourages them well. She uses good

communication skills, which enhances a rich vocabulary environment. For example, the childminder offers children new words, such as 'push', 'catch' and 'throw'. This supports and develops children's language, literacy and communication skills. The childminder has carefully devised a sensory basket for the children to use. Children curiously show an interest and enjoy picking up and putting down objects. This supports children's small motor skills. As a result, children's physical development is suitably encouraged and overall, they are developing sufficient skills in readiness for school when the time comes.

The childminder completes some observations of children's development and provides photographic evidence to support each observation. However, the observations lack clarity and understanding, especially concerning children's individual next steps in learning. Therefore, future planning for children's individual learning needs is less effective. For example, there is a plan in place for teaching and learning opportunities that meets and covers the seven areas of learning. This, however, is not used effectively and therefore, activities do not always challenge children to aspire to reach their next developmental level. Therefore, children make satisfactory, rather than good, progress.

Children's general achievements are discussed with parents at the start and the end of the day. As a result, parents are adequately involved in the children's learning. They are encouraged to provide information about their children on entry into the setting. The childminder encourages parents to complete an 'all about me' information sheet during this process. She uses this opportunity to discuss the children's developmental levels, so that she is able to define a starting point for their learning, upon which to satisfactorily build on.

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

The environment is safe and welcoming, both indoors and outdoors. Children who attend the setting, are happy and content and benefit from a calm and relaxed atmosphere. They arrive happily and quickly settle into activities. The childminder welcomes the children with ease and they feel secure as she provides physical reassurance by allowing them to snuggle into her. This provides children with reassurance and contributes to their emotional well-being. The childminder operates a gradual admission process and parents are welcomed into the setting to discuss the individual needs of children. Time is spent to understand the children's needs and requirements and they are gradually introduced to the setting. This is sometimes altered to meet individual preferences of parents and children's needs. Therefore, transitions are well planned for and children's individual needs are suitably met during this period. The childminder is a positive role model and has an understanding of children's behaviour and how they should play and learn together. She adopts 'house rules', which are clearly displayed on a parent information board in the hallway. Consequently, children are encouraged to behave in an appropriate manner and have respect for one another, which has a positive impact on their overall well-being.

Children enjoy healthy snacks and nutritious, home-made meals while at the setting. The childminder understands the importance of a healthy balanced diet and how to provide this, in order to meet the needs of children. The childminder involves the children while at the setting to contribute to this. For example, children currently grow fresh vegetables in

the back garden and they are encouraged to care for them. As a result, this develops and extends children's understanding of food and where it comes from, which supports their understanding of the importance of healthy lifestyles. Children have regular access to the outdoor environment and benefit from daily access to fresh air either by playing outdoors or by taking them on regular outings within the local community. The childminder uses this opportunity to develop an understanding of their own health and safety through positive everyday practices. The childminder takes part in regular evacuation practices, so that they are aware of how to respond in an emergency, such as a fire. These practices encourage children's social development, which contributes suitably to them acquiring the skills needed for school.

The childminder has an understanding of the importance of treating all children with equal concern. However, there are limited opportunities and resources for children to appreciate different cultures and religions through participating in the celebration of a variety of festivals through planned activities. Consequently, children are not fully supported to respect each other's differences.

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

The childminder demonstrates some understanding of her role and responsibility to safeguard the children in her care. She is aware of how to proceed should she have a concern about a child's welfare. The childminder has a clear procedure in place to follow and she is aware of the Local Safeguarding Children Board and who to contact should the need arise. She also has the support of a childminding co-ordinator. The childminder records any existing injuries that children have upon arrival along with a parent's explanation of how the injury occurred. Adequate risk assessments are in place and daily checks to ensure that there are safe environments, both indoors and outdoors, for the children to explore. Since the last inspection, the childminder has improved the use of accident recording and reporting procedures. Registers of children's attendance accurately record children's hours of attendance, which meets the requirements of the Early Years Foundation Stage. The childminder's suitability has been checked. However, the childminder has not informed Ofsted about changes in the household regarding people living on the premises who are aged 16 years and over, so that they can be suitably vetted and checked. Although, this is a breach of requirements, suitable measures are in place to ensure that these people are not left unsupervised with children. This is also a breach of the Childcare Register requirements.

The childminder has a basic understanding of the learning and development requirements for the Early years Foundation Stage. Although, children are provided with a suitable range of activities and resources, these are not always monitored and used effectively to ensure that they make best progress. The childminder accesses training courses to enable her to develop her skills and knowledge when working with children. The childminder has a suitable qualification at Level 2 in Early Years Care and Education. She has undertaken self-evaluation to identify strengths and areas for improvement. The childminder is aware of the importance of training in developing her skills and clearly identifies that she would like to develop her skills further by completing a higher qualification.

Partnerships with parents are encouraged and the childminder has a calm and relaxed approach when talking with parents. The childminder encourages parents to share children's likes and interests, which are discussed informally. Consequently, parents are encouraged by the childminder to make a sound contribution to supporting children's well-being. The childminder understands about working in partnership with other providers, such as the local school that the children attend and shares information to support continuity for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (voluntary part of the Childcare Register).

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. It will be monitored and inspected within twelve months of the date of this 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		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	308506
Local authority	Lancashire
Inspection number	876835
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	12/06/2009
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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