

Inspection date	08/11/2012
Previous inspection date	27/04/2009

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

- Children are supported to acquire good communication and language skills, develop their physical, social and personal skills and therefore, all children make good progress in their learning.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.
- Partnerships with parents are effective and make a good contribution to meeting all children's needs.
- There is a stimulating, well-resourced environment to promote learning and challenge.

It is not yet outstanding because

- The learning programme to support children's understanding of the world is not yet fully developed.
- The opportunities for babies to make choices and independently select activities and resources are not yet fully embraced to promote their self-confidence.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 main lounge of the premises.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children.
- The inspector looked at children's learning records, a selection of policies and procedures and their individual records.
- The inspector took into account the views of parents from comments in children's diaries and learning records.

Inspector

Wendy Fitton

Full Report

Information about the setting

The childminder was registered in 1997. She lives with her husband and one adult child and one child aged 15 years. There is a family dog in the household. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll and four are in the early years age range. The childminder lives in the Whitworth area of Lancashire.

The whole of the childminder's house is used for childminding. This includes a main lounge and a conservatory on the ground floor and bathroom and bedrooms on the first floor for older children. There is a fully enclosed garden for outside play.

The childminder has completed basic training, including first aid, child protection and food hygiene. She has a Level 3 qualification in children's care, learning and development. The childminder attends a toddler group and a childminding group at the local children's centre. She is active in the childminding network and receives support from the local authority childminding support networks. The childminder visits the local shops, parks and places of interest on a regular basis. She takes and collects children from local schools.

What the setting needs to do to improve further

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

- develop the educational programme for understanding the world by increasing resources to support children's knowledge of people and communities
- enhance babies further interests in the outdoors to independently select resources and to provide further opportunities to experience and investigate the natural world and promote their self-confidence.

Inspection judgements

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

Children are happy and content with the childminder. They have access to a range of interesting and challenging experiences to support their learning and development needs very well. The childminder has a secure knowledge of the seven areas of learning. Children feel secure and settled as they respond to cuddles from the childminder. They enjoy looking at books and repeating familiar words. They point to familiar objects and people and copy familiar actions and gestures. As a result, children's language and communication skills develop. Children enjoy toddler groups and play cooperatively alongside others to develop their social skills. They engage in pretend play and select small world furniture and figures for the playhouse. Children can express their own feelings when they are tired and seek comfort from the childminder. Children ask simple questions and can communicate their needs to the childminder. They ask to change their activity, for a drink and are independent in self-care but need adult support. Children are comfortable with the routines and rhythms of their day and the play areas are suitable and safe to support their physical and emotional development. Children develop their creative

and imaginative skills when they pretend play with their favourite figures and dolls and relate to the experiences they are familiar with. There is scope to increase resources to promote children's understanding of the world to enhance their knowledge of people, communities and differences. Children build towers, count blocks and learn about colours. They develop their mathematics and technology skills as they find out how things work and use shape sorters and an abacus. Children use their creative and imaginative skills as they delight in listening to sounds and music. They are active when dancing and moving to familiar songs and rhymes. Young children and babies are well supported in their prime areas of development to gain skills ready for their next stages of learning. There are times, however, when the childminder does not fully utilise opportunities for babies to independently select resources and experience the natural world outside.

Teaching is effective and observation and assessment procedures are focused. The childminder plans for individual children in response to the information gathered from parents when they start attending. Each child has a learning record and the childminder has detailed knowledge of children's current and future learning and development needs. All children are involved in activities and are fully motivated in their play. They are progressing at their expected level of development and in some areas, are above their expected level. As a result, they make good progress in their learning. Partnerships with parents are effective and make a good contribution to meeting all children's needs. The childminder discusses children's learning and progress with parents. She sends home a daily diary to keep parents up to date on what their children are involved in. The childminder encourages parents to make comments in the learning records and diaries, in order to plan for next steps. Parents can view the learning records and look at photographs, paintings and crafts. The observations and future learning needs are well documented and clearly link to the areas of learning. The records are clearly targeted to ensure that all children are well prepared for their next stage of learning.

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

The childminder is skilled and sensitive to support children to form strong, secure emotional attachments, providing a base to promote their personal, social and emotional development. For example, they begin to express their own personal needs when feeling tired or ready for a drink. They respond to lots of positive interaction from the childminder as she praises them when they achieve a task. Children cooperate with personal care routines and understand the importance of hand washing and recognise their own needs for having their nappies changed. They are happy and enjoy their time at the childminder's home. Children respond to lots of attention and affection. They express their own wishes for their favourite toys and books.

Children develop their self-help skills as they select toys from the boxes around their environment. They become sociable as they meet with other children and adults at the toddler groups and play centres. Children's health needs are well met through regular exercise, walking and active play at the park through using large physical play equipment. Children have easy access to regular drinks and they are safe, warm and comfortable. All children's dietary needs are known and they are provided with healthy snacks and

nutritious meals. Children learn about safety aspects as they are reminded to tidy away toys and to use them safely when playing with other children. They learn about fire safety and practise regular fire drills. Children respond to the rules and boundaries of the household.

The childminder plans her activities according to individual children's needs and wishes. She observes them during their play to ensure that their physical, personal, social and emotional development is promoted. Children learn about expected behaviours because the childminder talks to them about sharing and being kind to each other. She distracts children to other toys and games when any negative behaviour becomes evident. She explains clearly to children what is right and wrong. The childminder uses lots of positive reinforcement and is a good role model. This helps and supports children to feel, welcome and relaxed with the childminder. Children are able to express themselves confidently during their play. As a result of this, the childminder can recognise through role play how children are feeling. Parents have access to organisational policies and procedures. Parents' comment very positively through diaries and learning records about their satisfaction of the service they receive. For example, they state that the childminder is fantastic and children are developing well in the prime areas. Parents' comment on how their children are happy and secure and that the childminder supports their personal and social skills. As a result of effective partnerships with parents, children's learning and progression is enhanced and they are being prepared well for their transitions to other settings.

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

The childminder has a good understanding of the areas of learning. The planning, observations and assessments are accurate and show all children's skills and abilities to progress to their early learning goals. The childminder assesses children from their starting points and can see where children's future learning needs are required. All children are at their expected level of development and in some areas, are in the next age band. The childminder demonstrates a clear understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. Organisational policies and procedures are implemented effectively and maintain children's safety and well-being.

The arrangements for safeguarding children are well embedded. The childminder is sensitive to any events or changes that may affect children's safety. Risks are managed and she has a secure understanding of the safeguarding and welfare requirements. As a result, children's safety and well-being is fostered effectively. Any immediate action is taken to address concerns through child protection agencies and notification to Ofsted. Partnerships with parents, other professionals and providers are well established making a strong contribution to meeting needs. The childminder talks to children's key people and teachers and discusses settling-in and their learning and progress. She is an active member of a network of childminders and she attends cluster meetings to discuss the Early Years Foundation Stage programme. She welcomes support and advice from early years support childminders. The childminder complements the learning of children in

school as she receives a newsletter with planning of themes and relevant activities. This ensures that children are fully supported, so that no child is disadvantaged.

Thorough self-evaluation takes into account parents' comments and the childminder clearly identifies her strengths. She has been active in addressing her previous recommendations from her last inspection. She reviews her practice on a yearly basis. She is aware of the areas to consider improving for the learning programme. Thus, ensuring that all children can progress into their next age band. The childminder fully understands children's needs and is clear on how they learn. The childminder demonstrates a commitment to her own professional development. She identifies any training needs and has completed all mandatory training for her childminding. She has a childcare qualification at level 3 and has good knowledge of the Early Years Foundation Stage. Therefore, children continue to access a good quality learning experience that meets all individual needs.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	308606
Local authority	Lancashire
Inspection number	818838
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	27/04/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '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 that are usually their 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

