

Inspection date	09/06/2014
Previous inspection date	28/10/2008

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		1
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 thrive in their learning and development as a result of the quality play experiences and excellent support they receive from the highly skilled and knowledgeable childminder.
- The childminder has a firm understanding of how to safeguard children and has a range of policies to support her good practice.
- The childminder is able to maintain continuous improvement as she accurately evaluates her practice and targets areas for improvement.
- The partnership between parents and the childminder is strong. Parents are informed about and are involved in their children's learning. Children, therefore, benefit through continuity of care and learning.

It is not yet outstanding because

- There are opportunities for the childminder to develop the links already in place with the other early years settings some of the children attend in order to work more collaboratively to support children's ongoing care and developmental needs.

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 the childminder interact with children as they played and during snack time.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation and policies and procedures.
- The inspector viewed letters from parents and a sample of questionnaires and took account of their comments.

Inspector

Katie Sparrow

Full report

Information about the setting

The childminder registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult son in Warton, near Carnforth. Children have access to a dedicated playroom and the dining room on the ground floor, and the bathroom and back bedroom on the first floor. There is a garden to the rear of the property for outside play. The family have stick insects as pets. The childminder attends toddler groups and various activities at the local nature reserve. She takes and collects children from the local schools. There are currently 11 children on roll, eight of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder has completed her National Vocational Qualification Level 3 in Childcare, Learning and Development.

What the setting needs to do to improve further

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

- extend upon the already firm links in place with other early years settings to enhance further the ongoing continuity of care and learning for children.

Inspection judgements

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

The childminder is highly committed to her role and is greatly focused on fulfilling the needs of each and every child. She has an excellent understanding of how to promote children's learning and development through high quality, exciting and stimulating play experiences. She uses her knowledge of the children exceptionally well to inform planning, closely following their interests to stimulate and engage them. Children's progress is regularly tracked, enabling the childminder to accurately monitor the progress the children make. The childminder completes learning journals for each child that beautifully document the experiences they are exposed to and the learning that occurs during their time with her. All documentation is shared with parents, helping to support excellent partnerships. The childminder gives detailed feedback about what the children have enjoyed and suggests activities and events that parents can be involved in themselves, enabling parents to be involved with and to continue learning outside of the childminder's home.

The childminder uses highly effective teaching techniques to guide, support and encourage the children to be active and independent learners. There is a constant flow of communication as the childminder uses a wide range of questions to encourage children to think, recall and express their ideas and thoughts. For example, the childminder

suggests a story about owl babies. Children become very excited as they clap and squeal with delight. They relish in the wonder of the childminder's funny voices and hearing their names as characters of the story. The childminder skilfully extends the children's learning as she suggests they all make their own owl babies. Children have immense fun decorating their owls with a wide range of decorative items. The childminder encourages the children recall a stick they had found earlier that morning and asks if they could use it for their owls to stand on. During the activity the childminder asks lots of questions and offers a running commentary to support the children's growing communication skills. Further supporting and consolidating children's learning, the childminder presents a nest she found in her own garden for children to explore. She uses words, such as soft and warm, encouraging children to copy the words and develop their vocabulary. Later children extend upon their own ideas as they make a picnic for their owl puppets. They set to work sharing out food for them. The childminder joins in sensitively, facilitating their play and ideas as she introduces some other items, such as plates and food. The excellent support from the childminder and her exceptional quality of teaching ensures children are entirely supported to think, recall and express themselves, all from a young age.

The childminder creates a very stimulating and exciting learning environment. The print rich, dedicated play area, is a hive of good quality, interesting and stimulating resources. Bright, colourful and educational posters fill the walls and samples of their work create a personal environment. Children have great fun using their imagination with the role-play equipment. They carefully tuck their babies into the buggies with blankets and become completely engrossed. One child says to her baby, 'Sorry, you have to get out now'. Children have exceptional opportunities to explore the outdoors and learn on a grand scale. For example, children are regularly taken to a local nature reserve where they experience a host of activities, such as bug hunts, following nature trails and building their favourite characters from natural items they find in the woods. Children learn about being respectful of nature and gain an in-depth understanding of the world. Children enjoy excellent first-hand experiences which help them gain the skills, attitudes and dispositions they require in preparation for school.

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

The childminder is warm and nurturing and creates a homely environment for the children. She knows the children and their families well, which helps to maintain the close relationships she has with the children. As a result, children are settled, content and emotionally secure. Children behave well and display good manners. Even the youngest children are heard saying 'please' and 'thank you'. Children show warmth and fondness for one another, demonstrating wonderful friendships. For example, one child affectionately strokes another child and snuggles up close to them to listen to a story.

The childminder supports children in leading healthy lifestyles. They learn the importance of physical exercise as they engage in physical play in the garden, at the local parks and activity venues where they enjoy climbing, crawling, pedalling, throwing and balancing. The childminder acts as a good role model and gives clear messages to children to ensure they are developing a good understanding of being healthy. For example, the childminder

sits and eats a healthy snack alongside the children at snack time. Furthermore, resources such as role play fruits and vegetables allows the childminder to support children's understanding of healthy eating during their everyday play also. The childminder has all required recording procedures, for accidents and the administration of medication in place. She holds a first-aid qualification, helping to ensure any accidents are managed appropriately. Children learn about and practise safety rules during their play. While enjoying trips to the park and other activity settings, children learn to use the equipment safely. They negotiate height and learn to balance as they climb on equipment they are not familiar with. Children also learn about safe boundaries. For example, during pond dipping children learn to stay behind the railings so not to fall in the water.

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

The childminder is clear about her role and responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Effective safeguarding procedures are in place to protect children. The childminder has a firm understanding of the procedures to follow if she has concerns about a child. The childminder has completed updated child protection training to support her in safeguarding children. Risk assessments cover all areas of the premises and outings to support children's safety and security. The childminder updates her risk assessments as and when any changes occur. For example, she has devised a risk assessment in consideration of caring for similar aged children on the same day, identifying potential hazards for the school run and care arrangements during the day. This demonstrates the childminder's commitment to ensuring children are remain safe and comfortable in her care. All of the legally required policies, procedures and records are in place.

The childminder is reflective and able to effectively evaluate her practice. Her self-evaluation document includes good examples of where her practice is strong, as well as the areas she wishes to improve. The childminder also completes and implements an improvement plan to help her monitor her own practice. The childminder shows a strong commitment to the service she offers and to maintaining her skills and knowledge. For example, she attends regular training and network meetings and seeks support from her local early years adviser. Monitoring of children's development is clear, accurate and demonstrates the learning journal of the children while in her care.

The childminder shares very positive relationships with parents. There is a good two-way flow of communication as information about the children's care and learning is shared with the parents verbally, as well as through the formal development documentation. Informal feedback is provided during daily drop-off and pick-up times, allowing the childminder time to share with parents any important information. Parents have access to the policies and procedures, and required certificates are on display for them to view. Their views are sought formally through questionnaires and the many letters of recommendation and gratitude evidence how happy parents are with the care their children receive. The childminder works in partnership with the other early years settings the children attend. For example, she shares information regarding children's assessments and in the past has

suggested ideas for activities that she has found have gone well. There is scope to develop these partnerships even further to enhance the continuity of learning for children from the start of the care arrangements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	308726
Local authority	Lancashire
Inspection number	867826
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	28/10/2008
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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