

Inspection date	24/07/2014
Previous inspection date	15/09/2009

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 plans activities that take account of what she knows about each child to build on their experiences. She uses songs and rhymes to capture children's interest and develop their listening skills. As a result, children are making good progress in their learning.
- The childminder has a secure knowledge of the different aspects of children's learning. She uses this knowledge effectively to plan an attractive play and learning environment in which children are confident making choices in their play.
- Effective partnerships with parents help the childminder to have a good knowledge and understanding of children's needs. The childminder keeps parents fully informed of children's ongoing achievements. Children demonstrate they feel happy and safe in her care.
- The childminder has a secure understanding of safeguarding issues. She maintains clear records and policies and evaluates her provision to plan for even further improvement.

It is not yet outstanding because

- There is scope to extend the ways parents share what they know about their children to obtain an even more consistent picture of children's learning and development.
- The childminder does not always embrace all opportunities for children to extend and practise their thinking skills when being asked questions.

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 home.
- The inspector spoke with the childminder at suitable points throughout the inspection, made observations and spoke to children present.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents received in the childminder's feedback.
- The inspector checked evidence of the childminder's qualifications and suitability of household members aged over 16, the childminder's self-evaluation documentation and improvement plans.

Inspector

Mary Wignall

Full report

Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 12 years in the Leyland area of Lancashire. The whole of the house is used for childminding. There are currently 16 children on roll; of these, seven are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare 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:

- extend the partnerships with parents, so that they have greater opportunities to share more information about what their children are learning at home
- enhance opportunities for children to extend their thinking skills, for example, by leaving time for them to gather their thoughts and express their ideas.

Inspection judgements

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

Children are active and highly motivated to play as the childminder plans activities that they find interesting and stimulating. The childminder models learning well in ways that inspire children. She encourages children to listen to the sounds around them by asking what they can hear as an aeroplane flies overhead. The childminder's enthusiasm captures children's imagination. They are eager to watch the aeroplane and talk about it. She makes good use of short repetitive phrases that children enjoy repeating, such as greetings to people as they arrive or depart. The childminder weaves adult-led activities naturally into children's self-chosen play. This helps children to make the most of their learning opportunities. For instance, as children enjoy rolling a car down a track she suggests that they draw a line to help them measure how far each car rolls. They eagerly mark the ground using chalk and talk eagerly about how far their car has travelled. This gives children good opportunities to develop and practise their developing communication, literacy and mathematical skills.

The childminder has secure systems to observe, assess and plan for children's individual learning needs. She carefully assesses their starting points based on her own observations and contributions from parents. She links planned activities closely to children's current understanding and interests to build on what children know and can do. She keeps

parents fully informed about children's experiences as she shares daily written information and has useful files to record and monitor their learning progress. However, there are fewer opportunities for parents to share what they know their children can do at home in order for the childminder to use this information to contribute to the day to day planning, to further support the next steps in children's learning. Children have good opportunities to play and learn both inside and outside the home. The childminder demonstrates her good knowledge of how children learn as she encourages them to show each other how different toys work. Children show pride and pleasure as they happily demonstrate how to press the button to release cars down a winding track. Consequently, children enjoy learning and are making good progress.

Children are developing secure communication skills. They are eager to use their voices and gestures to share their ideas. The childminder helps children to make connections in their learning. For instance, she uses creative words and playful actions to describe how cars spin 'round and round'. Later, as children build tracks for a toy train they use the same actions to show how they have made a circle shape with the track pieces. The childminder gives good instructions of how the pieces of track fit together. She guides children's hands to show them how to do it for themselves. Children have time to play with the track to help develop their problem solving skills. However, at times the childminder asks many questions without giving children sufficient time to think about their own responses. This gives children less opportunity to further develop their critical thinking skills. Children happily join in with songs and rhymes. The childminder makes good use of songs and alliterations to spark children's interest in words and sounds. Children show understanding and pleasure as the childminder's playful pronunciation of 'pppp' reminds them of their favourite pig character. Consequently, children are developing a wide range of necessary skills to support the next stage of their learning.

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

The childminder's good settling-in procedures and good partnership with parents result in children settling quickly in her care. She plans for children to develop good relationships with herself, her family and each other. She has consistent and fun routines to welcome each other by name. This develops children's confidence and promotes a good sense of belonging. Children confidently go to the childminder for help in reaching toys they want to play with or for reassurance if they need help. A daily exchange of both written and verbal information helps to keep parents fully informed of children's care. The childminder develops good relationships with other settings children may also attend. She shares her observations on children's development to help enable consistency in their experiences. Consequently, all children are fully supported in their moves from home to the childminder's care.

The childminder effectively supports children's independence in play. She ensures that children are confident and competent to access all areas of the home and plans good quality resources for them to discover in all areas. She encourages their understanding of how to stay safe and healthy naturally in daily routines. For instance, after playing outside in the hot sun with balls, cars and sand she encourages them to have a drink to cool down

before going outside again. She talks to children about the need for drinks and the possible dangers of the sun. When children go out again, they need few reminders to wear their hats. Children show caring as they help each other to find them and put them on before going out. She makes sure children wipe or wash their hands before eating and makes snack times fun with good learning opportunities. For instance, a colourful cloth transforms the dining area floor for an impromptu indoor picnic. The childminder encourages children to use their imagination to think about where they could be. A lively conversation ensues about different zoo animals, the noises they make and if they are scary or not. Children enjoy using their voices creatively and learn about different emotions as they chat together.

Children learn to play well together as the childminder is alert to any minor disputes over toys. She encourages children to share and take turns in activities and explains the benefits of doing so to develop their understanding. When children both want the same toy, she shows how other similar toys are available and that they can each have one of their own. Children learn how to share responsibility for tasks as the childminder explains why toys should not be played with in the doorway. They demonstrate understanding and cooperation as they help to move them to a safer place to play. The childminder praises children as they return toys to their correct box. She sensitively explains that if they place them carefully they will not be broken the next time they want to play with them. Children learn to play safely and cooperatively and enjoy their time with the childminder and other children.

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

The childminder has a good understanding of safeguarding issues. She has a clear understanding of what to do if she has any concerns about a child's welfare and keeps local contact details nearby for easy reference. She has a range of safeguarding policies and procedures she shares with parents to ensure children's safety and protection. These include policies on medicine, data protection, behaviour and complaints. This helps to ensure that parents are fully informed about her service. Full risk assessments are conducted to help keep children safe and certificates, including insurance, are either on display or available to help parents to feel confident of the care provided.

The childminder has a clear commitment to evaluate her provision. She actively seeks the views of parents to inform her evaluation. She has established relationships with the local authority and local childminders to help her assess the quality of her provision. She uses links with the local authority and national professional agencies to seek further training and keep up to date with current good practice guidance. Since the last inspection, she has attended many training courses, including those on safeguarding children and safety for babies. She maintains clear records of all training to help her monitor her on-going training needs. The childminder monitors the quality of the planning. She ensures this is well matched to children's next steps in learning and to the areas of learning to help children make good progress towards the early learning goals.

The childminder has a number of well-established ways to help engage and involve parents. These include gathering information about any other providers or professionals who are involved with children to enable her to establish appropriate information sharing. The childminder has a clear commitment to equality. She works closely with parents and others to ensure that all children's individual needs are fully assessed and supported. This helps her to ensure that all children are ready for the next stage of their learning.

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. 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	308939
Local authority	Lancashire
Inspection number	818846
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	15/09/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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