

Inspection date	19/12/2014
Previous inspection date	21/04/2009

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

- The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a stimulating and challenging educational programme of activities, which support children in making good progress.
- The childminder effectively supports children to feel safe and secure and she provides a positive and relaxed atmosphere. Consequently, children are well behaved, confident and interested in exploring and learning.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children.
- The childminder places high priority on keeping parents informed about their children's well-being. As a result, appropriate information is shared and children's care needs are effectively met.

It is not yet outstanding because

- Children are not always able to access resources in the environment to promote their independence and confidence.
- On occasions, the childminder does not always allow children to initiate and direct their own learning.

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 engage in a range of activities and routines with the children.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and looked at a selection of policies and procedures, including safeguarding, risk assessments and self-evaluation.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents by reading a number of comments and notes given to the childminder.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Grimsargh, Preston. The whole of the ground floor and the bathroom on the first floor are used for childminding. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder operates all year round from 8am to 5pm, Monday to Friday except bank holidays and family holidays. There are currently six children on roll within the early years age group. The childminder provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- review the storage arrangements of resources, for example, to enable children to access these independently so they can consistently direct their own play
- provide children with more opportunities to initiate their own learning by allowing children to make more choices in how they direct their own play experiences so that they continue to make good progress in their learning.

Inspection judgements

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

The quality of teaching is good because the childminder is very experienced and has a thorough understanding of how children learn and develop. Children make good progress in their learning, given their starting points. The childminder seeks detailed information from parents on entry, to determine children's needs and interests as they begin at the setting. Together with this information and from observations made by the childminder, an accurate starting point is completed and shared with the parents. This ensures that assessments are accurate and parents are involved in their child's learning from the start. The childminder continues to observe children regularly and records their achievements as they play. She makes clear links to the Early Years Foundation Stage and uses this information to plan activities and experiences that motivate children to learn. However, on occasions, children are not always able to initiate and direct their own learning to fully support their individual preferences.

The childminder communicates with the children well and uses a variety of teaching strategies that are age and developmentally appropriate. For example, during an activity where children decorate Christmas stars, the childminder provides clear instructions,

demonstrates and speaks clearly to support their listening and understanding. She talks about the different lengths of the ribbon and demonstrates how to carefully thread the ribbon through the biscuit so that children can try out the task for themselves. The childminder promotes early literacy well as she reads books to the children. Children express their enjoyment of songs as they sing and dance to music. This means that the skills, attitudes and dispositions children need to be ready for school are embedded. The childminder gives them her time and attention in play and conversation, and children welcome this attention. The childminder demonstrates a good level of enthusiasm, engagement and motivation with the children. For example, she praises children's efforts as they attempt to count to five when counting stickers on the Christmas tree, which fosters their self-esteem and confidence and encourages them to persevere. Children have many opportunities to learn about the world they live in. For example, the childminder takes children to toddler groups and regularly meets with other childminders in the area. This provides opportunities for children to socialise with others and increases their social skills and confidence which they need for the next stage in their learning.

The childminder regularly shares information with parents about their child's development through a variety of means, such as completing the progress check for children between the ages of two and three years, discussions and sharing children's development records. Children's learning files reflect the extensive range of play experiences which children participate in. These are shared with parents on a regular basis and along with daily discussions and written comments, she ensures that parents are well informed of their children's care and learning needs. She demonstrates through discussion her commitment towards working in close partnership with other professionals as necessary. For example, before children move to another setting, their records are shared with staff at the new setting. Furthermore, she liaises closely with parents and others as necessary, to ensure children's individual needs are closely monitored and they receive appropriate intervention as required. This ensures continuity of care and learning and identifies any additional support a child may need.

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

Children are very happy, and settle extremely well with the childminder because she takes time to get to know them and their families. The childminder has discussions with parents regarding children's individual care needs prior to starting. She records all required information and gathers appropriate written consents from parents. Individual routines and preferences are known and catered for, such as medical or dietary needs, and the childminder has a personal knowledge of each child she cares for. This helps children to make a comfortable and smooth transition from home into the childminder's care. It also ensures that children build secure attachments with her, which supports their emotional security and helps to build their confidence. Consequently, children form very strong attachments with the childminder, which in turn supports their emotional well-being. Children behave well because they receive positive praise and encouragement. As a result, children are secure and develop the emotional skills they need for the next phase in their learning.

Children develop a healthy lifestyle through daily physical exercise and the promotion of healthy eating by the childminder. The childminder plans outdoor play at home on a regular basis and she keeps children safe from harm by supervising them well at all times. The childminder promotes personal hygiene skills throughout the day during routines, which prevents cross-contamination. For example, children are encouraged to wash their hands before snack time and after going to the toilet. Children enjoy nutritious snacks and meals that reflect their individual dietary requirements. During snack time, the childminder talks to the children about the healthy snacks that they are eating. She encourages children to try out new foods, such as pears, and the children comment that they are 'beautiful'. Consequently, as children grow, they learn how to make positive food choices to promote their good health.

Children play and explore in a clean and well-maintained environment. The childminder regularly checks the toys for any hazards or dangers to the children, which allows them to take risks in a safe environment. Resources are age appropriate and promote positive images of diversity, which supports children to learn about diversity in the world around them. Children are confident and independent within their environment as they know where to find their favourite toys. However, some resources are stored high up out of children's reach so that children are not always able to make their own choices independently, in order to consistently direct their own play.

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

The childminder demonstrates a good knowledge of the safeguarding and welfare requirements and is very committed to keeping children safe and promoting their welfare at all times. The childminder has attended safeguarding training and is aware of appropriate contacts for further advice and support, should she be concerned over a child's welfare or if an allegation is made against herself or a member of her family. Children are appropriately supervised and safeguarding practices are evident. For example, the childminder ensures that exit doors are always locked, safety gates are in place and the childminder maintains appropriate insurance. She carries out regular risk assessments, completes daily registers and fully records any accidents that children may have while in her care. This ensures that children are kept safe whilst in her care.

The childminder has a good understanding of the learning and development requirements. She is well qualified at level 3, and is fully committed to attending short courses to which has a positive impact on the educational programmes she delivers. Children's progress is carefully monitored and shows a good understanding of their capabilities and next steps in learning. The childminder's good knowledge means she is able to promptly identify any areas of delay. The childminder undertakes accurate self-evaluative practice and is able to identify areas of weakness which she feels needs development. The childminder has addressed previous recommendations that were agreed at her last inspection. For example, the childminder has written risk assessments for outings which strengthens her commitment to keeping children safe. In addition, the childminder has acted upon and improved her systems for identifying improvement to raise the quality of her provision.

She has a well written action plan with achievable timescales for completing any actions that have been identified. As a result, the childminder has the capacity to improve this already good provision.

Partnership with parents is effective. A daily communication book and regular updates made verbally keeps parents up-to-date with their child's routines while in the care of the childminder. In addition, the childminder seeks feedback from parents and carers regarding the care she provides. They speak very positively about the childminder, commenting on the care provided and how they valued the support she offers. She is confident about working with external agencies in order to obtain effective, well-targeted support for children. This includes being proactive in making contact to gather or share information, so that consistent support is agreed.

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. 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	308952
Local authority	Lancashire
Inspection number	867835
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	21/04/2009
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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