

Inspection date	17/04/2013
Previous inspection date	28/03/2011

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 is satisfactory

- The childminder is a good role model, providing clear guidance about acceptable behaviour. Therefore, children behave well.
- Children feel safe and secure with the childminder, who provides a caring and loving environment where they have familiar routines and talk regularly about their home life.
- The childminder ensures that children are kept safe by assessing and minimising risks to the premises and on outings. She understands how to promote the safety and welfare of the children in her care.

It is not yet good because

- The childminder does not always use the generally sound knowledge she has about what she knows children can already do, to identify and plan for their next steps in their learning. As a result, children make satisfactory, rather than good, progress across the seven areas of learning.
- The process for self-evaluation lacks rigour and does not routinely take into account the views of parents to effectively identify and act upon areas for improvement.

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 lounge.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children.
- The inspector looked at children's learning records and a selection of policies and procedures.

Inspector

Wendy Fitton

Full Report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged 10 years.

The premises are situated in the Darwen area of Lancashire. The whole of the premises is used for childminding with the exception of two bedrooms upstairs. There is a rear garden for outdoor play. The childminder attends toddler groups, play centres and is part of a local network of childminders. She is able to drop off and collect children from the local schools and pre-schools.

There are currently four children on roll, three are in the early years age group, who attend for a variety of sessions. School-aged children attend before and after school and during holidays. She operates all year round, Monday to Friday, except for family holidays. She provides care from 7.30am to 6pm. The childminder has a childcare qualification at level 3 and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- assess each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan the next steps for each child, so that they make best progress.

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

- implement effective self-evaluation and well-targeted action plans through engagement with parents and use these to monitor, analyse and assess strengths and weaknesses to drive further improvement.

Inspection judgements

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

The childminder has a basic knowledge of the seven areas of learning and provides a range of activities that generally capture children's interest and hold their attention. Children are making satisfactory progress towards the early learning goals and are working generally comfortably within the typical range of development expected for their

age. The childminder has a sound understanding of how children learn. She observes children to find out about their immediate interests and knows which activities they enjoy and is generally able to identify what those in her care are able to do. However, the childminder does not always build enough on this knowledge, to plan the next steps in each child's learning. As a result, although, all children do make progress, planning is not systematic enough to consistently challenge them or help them to make the most of the activities provided. Babies and children help themselves to toys and resources to support their play because the childminder provides an organised environment. Children develop their social skills as they show friendly behaviour, initiate conversations and have good relationships with their peers and familiar adults. They enjoy the responsibility of carrying out small tasks and can put toys away competently and so develop their confidence and self-awareness. Babies make relationships and develop emotionally as they respond to cuddles and being held by the childminder. They are confident and show self-awareness as they laugh and gurgle and use their voices and eye contact to engage with others and keep their attention.

Babies enjoy songs and rhymes and move their bodies to sounds and follow actions. Children welcome praise from the childminder and feel good about themselves when they have done something well. Babies enjoy looking at books and are supported to anticipate and join in with rhymes and stories. Children show an understanding of prepositions when they talk about objects being 'under' the sofa or the shark being 'in' the sea and 'over' there. Babies learn to communicate their needs and feelings in a variety of ways as they babble and squeal. They imitate words and sounds and create personal words as they begin to develop language. Children understand 'why' and 'how' questions as the childminder asks open-ended questions to develop their communication and language skills. Children use more complex sentences and use talk to connect their ideas and explain what is happening, for example, when they pretend that the shark is coming to eat the childminder and that it is going to swim in the sea. As a result, children adequately develop their speaking skills. Babies develop their physical skills and can sit unsupported on the floor. They lean forward and pick up small toys. Babies pull to standing position holding onto the childminder for support. They begin to understand the world as they look around their environment with interest and focus on objects and people. Babies smile at recognisable playthings when using the sound and light book. Overall, this satisfactorily helps to develop the skills that children need for the next steps in their learning.

Parents are suitably involved in their children's learning. For example, at the end of each term, the childminder sends home the long term planning and activity themes to inform parents about their children's future activities.

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

The childminder is skilled and sensitive in supporting children to form emotional attachments, providing a firm base to promote their personal, social and emotional development. She knows the children's care needs and they benefit from a secure and caring environment. Consequently, their emotional well-being is satisfactorily promoted. Children respond to the positive interaction from the childminder as she praises their achievements. She is consistent in the way that she approaches behaviour management.

As a result, children develop their self-esteem and they feel good about what they do. Children are provided with a range of resources and experiences, which satisfactorily supports their learning through play and they enjoy their time at the childminder's home. Children's self-help skills are emerging as they select toys from the boxes around their play area. They learn good social skills as they meet with other children and adults at the toddler groups and in their community. This helps to prepare young children for the transition to pre-school.

The childminder ensures that children's health needs are met through regular exercise. For example, they walk and enjoy taking part in active play using large equipment at the park and wheeled toys in the garden. Children are safe, warm and comfortable and can play, relax and eat according to their individual routines that parents have shared information about. The childminder provides healthy snacks and nutritious home-cooked meals and she ensures that she is clear about children's dietary needs. Children feel safe in the home and begin to learn about risks and safety procedures. The childminder talks to the children about safe practices and gives them gentle reminders. For example, children know not to run around inside and not to jump on the sofa. Children can talk through the safety procedures involved when they are travelling in a car or when walking near roads. This demonstrates that they are gaining an awareness of staying safe.

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

The childminder's knowledge of the safeguarding and welfare requirements is strong and children's safety is well promoted. However, she is less secure in her understanding of the learning and development requirements, particularly in planning for individual children's specific learning needs, so that they make the best progress possible. She meets all welfare requirements, such as keeping records of children's details and holding a current first aid certificate. Safeguarding policies and procedures are in place and the childminder is aware of her role and responsibilities in protecting children from harm. She ensures that the premises are safe and secure, which means children's safety is promoted well.

The childminder is committed to further improvement of the service, which she provides and she has carried out further training to improve her practice. The childminder has a childcare qualification. She is experienced and has been caring for children for a number of years. However, the process for self-evaluation lacks rigour and does not routinely take into account the views of parents to effectively identify and act upon areas for improvement. The childminder recognises her own strengths and is good at playing and interacting with the children. She has good relationships with parents and gives them good support. The childminder is registered on the local childminding network. She welcomes support from the network coordinator for advice about delivering the programme for children's learning and development.

The childminder has not had reason to establish partnerships with other providers but does understand the importance of partnership working to ensure children are supported and that they are progressing in their learning. Relationships with parents are positive and they are aware that their children have learning records and can look at them at any time.

The majority of information sharing with parents is done verbally and they comment positively in the daily diaries about how well their children are developing and learning.

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	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 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 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	EY281981
Local authority	Blackburn
Inspection number	819986
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	28/03/2011
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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