

Inspection date	11/06/2014
Previous inspection date	09/07/2009

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 make good progress because the childminder provides interesting and stimulating activities, which cover the seven areas of learning.
- The childminder has a commitment to building strong relationships with parents and families. Therefore, children's individual needs are met and continuity of care is supported at home.
- Children settle well and are safe and secure in the childminder's care. They develop strong attachments, which promotes their well-being and confidence.
- Children are safeguarded well, as the childminder has robust policies and procedures and discusses safety with children. Therefore, children are kept safe from harm and learn to assess their own risks as they play.
- The childminder has a strong drive to improve her provision. She sets realistic targets and implements improvements effectively. This ensures children benefit from a quality environment.

It is not yet outstanding because

- There is scope to provide additional opportunities for babies to use large motor skills while painting, to promote their learning even further.
- Children cannot easily see the resources available for them. As a result, younger children cannot always make the connection between what they see and what they want to play with.

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 conducted a tour of the setting used for childminding.
- The inspector observed activities in the indoor and outdoor areas used for childminding and spoke to the childminder and children at appropriate times.
- The inspector sampled documents used to support children's learning.
- The inspector reviewed documents, including procedures for planning safe environments, both indoors and outdoors and on visits.
- The inspector took account of the views of parents on the day of the inspection and from information seen, including parents' letters, cards and feedback.

Inspector

Rebecca Stead

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in the town of Preston. The ground floor of the childminder's home is used for childminding, with the exception of the front lounge. The childminder keeps fish as pets. She has six children on roll, of whom five are within the early years age range. The childminder also offers care to children aged over five years. She takes children to local toddler groups, parks, the seaside and libraries. The childminder has links with the local network of childminders and receives support from the local authority.

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 of child-accessible boxes, so that children can always see what is available to them and make choices as to what they wish to play with
- extend opportunities for babies to develop large muscle movements, for example, by allowing babies to paint freely, using large pieces of paper.

Inspection judgements

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

The childminder demonstrates a good understanding of the learning and development requirements. She is a motivated and enthusiastic practitioner, who has the individual needs of children at the forefront of everything she does. The childminder follows and extends children's interests, which supports their future learning. She completes timely and accurate observations and assesses children's capabilities and uses this information to plan effectively for their next steps in learning. The childminder promotes good partnerships with parents, as she encourages them to access online information to support them with their child's learning and development at home. As a result, children are making good progress towards the early learning goals.

The childminder plans the environment with the children's likes and interests in mind. She develops areas in the garden to encourage mini-beasts, such as ladybirds and butterflies. She includes these areas for discussion with the children. As a result, children learn about life cycles and nature, talking about the things they have observed. The childminder displays small world objects in the garden, such as fairies and dinosaurs. Children use their imaginations as they explore in the garden and they enjoy playing with the small world models. The childminder offers age-appropriate tools to enable children to help her to grow potatoes. Children are encouraged by the childminder to recall past events with

enthusiasm; they talk about where they have planted the potatoes and how they grow. As a result, children are supported to develop a good understanding of the world around them.

The childminder offers resources, such as wooden houses and boards with different latches, locks and keys. Older children build intricate fine muscle skills and problem solve as they open the locks. The childminder ensures younger children have access to age-appropriate battery operated toys. As a result, younger children begin to understand technology as they show an interest in toys with buttons, flaps and mechanisms. The childminder plans an activity for the children, to create footprint pictures and paint pebbles, which they have collected from the beach. Children use their senses to feel the paint, which squishes through their toes as they make marks with their feet and hands. However, there is scope to extend opportunities for younger children to use large muscle movements, by offering free painting with large pieces of paper on the ground. However, overall, children make good progress ready for their next stage of learning.

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

Children are very happy, secure and settled with the childminder. This is because she develops strong emotional bonds with children and their parents. For example, the childminder builds early relationships with some parents during their pregnancy, to offer them support before the minded child is born. She offers daily opportunities for communication, both verbally and through a diary system. This ensures she has all of the information, so that children make a smooth transition into the setting. The childminder supports children's health needs by devising health care plans with their parents. She attends training to be able to manage situations, such as where a child may experience anaphylactic shock.

The childminder provides children with access to a variety of age-appropriate resources within the seven areas of learning. She extends this into the outdoor environment, so children have a continuous provision of indoor and outdoor play. As a result, children benefit from fresh air and daily outdoor activities. The childminder offers children the opportunity to have a say in planning for their environment. For example, she asks older children what they would like to play with. However, because some resources are kept in the childminder's garage, children cannot always see what is available to them. With that in mind, there is further scope to enable children to independently access resources of choice.

The childminder includes children in making healthy meals at lunchtime. She sets out various healthy toppings for children to use to create their own pizza. As a result, children learn about the benefits of home-cooked food and they also learn about quantity and measure. The childminder ensures all meals and snacks meet the dietary requirements of children who are lactose intolerant. She risk assesses activities outside of the setting to ensure they are free from nuts for children who have a nut allergy. The childminder sits with children at mealtimes and discusses good behaviour and table manners. Therefore, children are learning to consider others and behave appropriately at the table. The childminder promotes children's independence by allowing them to wash up and tidy away

after themselves. As a result, children are learning to become independent and emotionally ready for their next stage in learning. The childminder teaches children how to keep themselves safe. For example, children remember to go slowly when they use bicycles and trikes, so they do not fall off. The childminder discusses with the children, how to keep safe when looking at busy bees outside. As a result, children are learning to assess their own risks as they play.

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

The childminder has a thorough knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is because she has implemented robust policies and procedures to keep children safe from harm. Documents, such as risk assessments and safeguarding procedures, are well maintained and evaluated. As a result, children's welfare and safety are promoted well.

Parents spoken to on the day, speak highly of the childminder. They say that they chose the childminder because she has a good reputation and comes highly recommended. Letters, cards and feedback from parents tell of how she has a positive relationship with children and cares for them well. The childminder evaluates partnership working by ensuring that she includes all parents in sharing information with them daily. If they cannot access online systems, she adapts her practice, so that learning journey records are also paper based. These can be taken home for parents to look at and make comments where necessary. Consequently, she has all the information to ensure she is supporting children in their care and learning.

The childminder has made significant improvements since her last inspection. She has identified realistic targets to improve and has implemented them effectively. She accesses support from the local authority, to enable her to evaluate her practice and continually improves the way she works. She attends regular training, such as safeguarding, food hygiene, planning and assessment and baby sign language. This ensures that she keeps up to date with current practice. Consequently, children benefit from a quality learning environment, which meets the needs of all children well.

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	EY310648
Local authority	Lancashire
Inspection number	877965
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	09/07/2009
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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