

Inspection date	27/06/2014
Previous inspection date	02/02/2010

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

- Teaching is good. The childminder provides children with a good range of stimulating and challenging activities, which are adapted to suit the individual needs of each child, helping children make good progress in their learning and development.
- Children are very content and happy within the childminder's care. It is clear that they have established warm and trusting relationships with her and their behaviour is good.
- The childminder is clear about her role in safeguarding children and is aware of the action to take and who to contact should she have any concerns regarding their welfare.
- The childminder has a clear drive for the continuous improvement of her service. As a result, children's care and learning are promoted well.

It is not yet outstanding because

- There is scope to strengthen the current system of observation and assessment, in order to more precisely reflect on children's stages in development to help raise their attainment to the highest level.

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 children playing in the kitchen dining area and conservatory.
- The inspector observed the childminder's interactions with minded children.
- The inspector sampled a range of documentation and considered the written views of parents.
- The inspector had detailed conversations with the childminder to establish her understanding of the Early Years Foundation Stage and safeguarding procedures.

Inspector

Linda Shore

Full report

Information about the setting

The childminder was registered in 2006 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 aged 11 and 14 years in a house in Skelmersdale, Lancashire. The whole of the ground floor and the rear garden are used for childminding. The family has a cat and hamster as pets. The childminder attends toddler groups and activities with the local childminding group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- strengthen the existing use of observations so they more precisely reflect on children's stages in development to help raise their attainment to the highest level.

Inspection judgements

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

Children's enthusiasm for learning and the levels at which they succeed are enhanced by the childminder. She has a good understanding of how to engage and capture their interest to help them learn through play. Teaching is strong as the childminder skilfully intervenes to extend children's learning during child-selected activities. The childminder provides interesting and challenging experiences that meet the needs of all children. As a result, children are keen learners who make good progress across all areas of learning and they are well prepared for the next stage of learning, either at nursery or school.

Children's language development is fostered through regular conversations throughout the day. The childminder uses her knowledge of children's interests to create opportunities to extend their learning through skilful questioning. This enables children to use their growing skills and become confident communicators. She talks to children about what they are doing, commenting on how they are trying 'squash' the blanket into the bag. This helps children develop the language they need to describe what they see and do. The childminder takes them on visits into the community and to playgroups where they play in larger groups and interact with a range of people. This helps them understand their own society and the diverse range of people within it. The childminder fosters the children's love and appreciation of books by providing a broad range for children to access and enjoy. Early mathematical skills are developing well as the childminder seamlessly introduces numbers into activities. For example, they count the 'babies' in their mums and

babies role play and the pieces of fruit on their plates.

The childminder observes children to find out about their interests in order to plan activities or experiences to enhance their learning. She records children's progress through observations and uses this information to plan for the next steps in their learning. However, there is scope to more precisely reflect on children's stages in development to help raise their attainment to the highest level. The childminder works effectively in partnership with parents to support children's individual needs. She collects useful information about what children can do before they start so that she has a clear idea of children's starting points. She completes the progress check for children between the ages of two and three years and shares this with parents. This provides them with an accurate assessment of children's progress and identifies any gaps in their learning. Parents are supported well to continue children's learning at home because the childminder shares her good practice with them, such as strategies to help children to manage their own behaviour. The childminder chats to children throughout the day. She describes activity they are doing now, helping them to learn the words they need to describe what they see and do. She talks to them about what they are doing and when they will go to a favourite place again. This give children a sense of time and order. This also helps ease the transitions between activities as children know what to expect.

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

Children are cared for in a welcoming home where space is clean and well organised, creating a child-friendly environment. The childminder has developed a good system to support children in settling into her home and developing strong attachments. She gathers vital information about the child prior to them starting at the provision. These include both the care needs of the child and their learning and development. This means that the childminder can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being well met. Children display confidence in their surroundings and are eager to learn and play in this welcoming provision. The childminder sits with them as they play and shows a genuine interest in what they are doing. Children demonstrate they are very happy in the childminder's care as they easily include her in their role play, as they pass around dolls and clothes and blankets.

The childminder has high expectations of children's behaviour and manages this in a way that is appropriate to each child's age and stage of development. She is a positive role model who talks to children in a respectful and gentle manner. She provides clear guidance to children about what is acceptable behaviour and uses positive and purposeful praise and encouragement. Children move around confidently and actively explore the environment. They enjoy easy access to a good range of age-appropriate resources which are rotated in response to children's interest in their play. This builds children's self-esteem as they learn to make decisions for themselves.

Children receive plenty of fresh air and exercise and this contributes greatly to their physical health and well-being. Children play outdoors daily in the rear garden, where they enjoy being with their friends, riding climbing and sliding. The childminder takes the

children to group activities where they have the opportunity to play with a larger group of children. They go for walks, visit local attractions and visit the parks to use different large play equipment to challenge them further and learn to assess risk. This also provides good opportunities for children to explore the community and to learn about the world. They learn ways to keep themselves safe and assess risks for themselves. For example, they are encouraged to think about how to reduce hazards by coming out of the tent and moving it rather than trying to walk in it. Children are developing self-care skills as they learn to manage their personal hygiene and wash their hands before and after eating. They enjoy choosing the soap they will use by smell and colour and understand why they need to 'wash the mess off' after playing outside. The childminder is very aware of children's dietary requirements and provides snacks that are healthy and nutritious. Children make choices about what they would like to eat and how much. This means they learn to keep themselves healthy, develop physically and respond to the needs of their own body. Children learn to keep themselves healthy from an early age as the childminder uses good hygiene practices and keeps the home clean and safe. Consequently, children are making relationships and developing their social, physical and emotional skills well in preparation for later transitions into nursery or school.

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

The childminder is well organised and has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is very aware of the signs and symptoms, which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. There is a clear safeguarding policy, which also provides guidance about the use of mobile phones and cameras. Children benefit from the childminder's commitment to ensuring the premises are safe through ongoing risk assessments. She ensures she is always close to the children to ensure good supervision and for their safety. The childminder has a good understanding of her responsibility in meeting the learning and development requirements. Children are offered a range of enjoyable, effective and challenging experiences to enable them to make good progress. The childminder ensures that all areas of learning are covered and the next steps in children's learning are usually identified. As a result, children's progress is monitored and assessed consistently.

The childminder is committed to partnership working to help her meet children's individual needs. She strives to provide a welcoming environment for parents where they have regular opportunities to exchange information with the childminder. She shares her written policies and procedures with parents to make them aware of her practices. Regular two-way communication takes place between parents and the childminder, and all required information is gathered from parents. Furthermore, the childminder asks parents to share the things they notice about their children's progress and interests. Parents are complimentary about the service provided by the childminder. For example, written references show parents are very happy with the care and the communication from the childminder. She recognises the importance of working in partnership with other early years providers and works hard to establish positive relationships with the other settings

the children attend. The childminder has a good understanding of the working relationships required with other professionals to ensure the needs of children who may have special educational needs and/or disabilities are fully met.

The childminder has a good understanding of using evaluation processes to monitor the quality of the educational programmes to support children's progress. She fully understands the impact her own childcare knowledge has on the quality of the provision and learning outcomes for children. Consequently, she is keen to continue her professional development. She is proactive in doing so through training and taking advice from other childminders as they regularly share their good practice. The childminder strives to provide children with all the skills and tools to succeed in their later 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	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	EY333062
Local authority	Lancashire
Inspection number	820589
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	02/02/2010
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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