

Inspection date	24/09/2014
Previous inspection date	31/10/2011

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 quality of teaching is good as the childminder uses play and planned activities that engage children and build on their individual interests. This supports them in developing positive attitudes to learning.
- Children's communication and language skills are promoted well because the childminder spends time, positively interacting with them and encouraging the effective development of their vocabulary and language skills.
- The childminder seeks information from parents, in order to recognise and meet children's individual care needs. Consequently, children are happy and share warm relationships with her. This strong attachment enables them to feel secure and confident and eager to explore the learning environment.
- The childminder has a secure knowledge of child-protection arrangements and safeguarding. She uses effective risk assessments to minimise hazards in her home and on outings, to maintain a safe environment for the children. As a result, children's safety and welfare are promoted.

It is not yet outstanding because

- The childminder has not yet explored more strategies for engaging parents more actively in their children's learning and development.

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 had a tour of the childminder's home.
- The inspector observed the childminder while she interacted with the children and held discussions with her about her setting throughout the inspection.
- The inspector checked the childminder's documentation, including the children's learning records, risk assessments and the childminder's systems for self-evaluation.
- The inspector checked the evidence of the suitability of the childminder and other adults living at the home.

Inspector

Donna Birch

Full report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in a house in Oswaldtwistle, Lancashire. The childminder is registered to work with an assistant. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four 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 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association of 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:

- strengthen the relationships with parents and carers further by exploring a range of strategies to fully involve them in their children's learning and development, enabling them to actively support children's learning at home.

Inspection judgements

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

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage and understands how to promote children's learning and development through play and planned activities. The childminder gains valuable information about the children and their starting points through meetings with their parents and during settling-in sessions. She gathers initial assessments and records pertinent information about children's likes, dislikes and routines. However, the childminder has not fully explored methods to continually support parents in sharing information about the learning and development that takes place at home or engaging them actively in contributing to their children's progress. The childminder makes sure that activities are developmentally appropriate by effective use of her observation and assessments. She uses this information well, together with her vast early years experience, to plan appropriate next steps for children and promote their future learning. As a result, children are making good progress. The childminder tracks children's development over time, so she is able to monitor their progress across all areas of learning. She uses this information to highlight any gaps in their learning and she is experienced in following procedures to seek additional support if required. The childminder understands her responsibility for completing the progress check for children aged between two and three years and that this is to be shared with parents. She has formed good relationships with the local pre-school and school. As a result, all children are supported to develop their skills for future

learning.

Resources are plentiful and extremely well maintained. They provide children with a range of play opportunities, which cover all areas of learning. Children's physical development is promoted well, as they enjoy playing in the garden, where they experiment with different textures, such as sand and water. Additionally, children use their large muscle skills as they run, jump and dance on the spacious grass area. Children learn about the natural world, as they help the childminder with gardening tasks and discuss the different flowers and plants with her.

The quality of teaching is good because the childminder plays with children down at their level and supports their communication and language skills well. For example, she asks them lots of open-ended questions, such as asking them to describe what they have done and consider what they may need to gather for their next activity. This successfully extends children's vocabulary and understanding. As a result, they can effectively discuss their own ideas and thoughts. Babies' communication and language are extended through the childminder's gentle commentary, as she interacts with them. She makes good eye contact with them and responds positively to their various non-verbal methods of communication. For instance, when they point to desired resources, she moves around the toy boxes, so they can independently select items of their choice.

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

Children are very settled with this warm and friendly childminder because she successfully supports their emotional well-being, personal and social skills. Children are confident as a result of this caring, respectful approach and form secure attachments with her. Effective settling-in procedures are in place, to ensure that children feel happy and reassured before they start. This ensures there is a smooth and effective move from home to the childminder's setting. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model to children, treating them with respect and placing emphasis on their learning to play alongside each other, sharing and taking turns with the resources. Children are rewarded with lots of praise for their efforts. Consequently, this helps children to understand the rules and build positive relationships with each other. The childminder's constant praise during activities promotes children's confidence, self-esteem and well-being. Timely reminders from the childminder teach children how to keep themselves safe. For example, she reminds children not to run indoors.

The childminder supports children's progression well, as she provides a stimulating learning environment. Resources are set out attractively in the playroom and are easy accessible, which helps children to make their own choices and develop their independence. Many opportunities are provided for children to benefit from physical exercise. Children enjoy dancing and visits in the local area where they use large play equipment and develop their large muscle skills. Children's healthy lifestyles are promoted through regular exercise and positive food choices. For example, the childminder works closely with her assistant to develop menus and ensure children receive at least five portions of fresh fruit and vegetables each day. Parents receive a copy of the menu and

are asked to give their feedback. Additionally, she liaises with parents about weaning babies, to gradually introduce a broader range of textures and tastes. As a result, children's individual dietary needs are met.

Outings to the local play areas help children have a healthy amount of fresh air and ensure they are given the opportunity to experience risk and challenge, as they climb the slide and use the play equipment safely. Children are also encouraged to exercise indoors through music and movement activities and babies have the space to move freely and practise their developing physical skills. They are becoming aware of risk and their own capabilities, as they are encouraged to explore. Children manage their personal needs very well, according to their age and stage of development. For example, older children access the toilet and wash their hands independently and babies sit comfortably at the low level table and feed themselves with ease and confidence. The childminder helps toddlers to begin to develop good hygiene habits, such as using wipes, to clean their hands prior to eating. Facilities, such as a large sofa, cushions and blankets, are available in the lounge for children to rest or sleep according to their individual needs. Additionally, there are prams available for those who prefer to sleep this way.

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

The childminder has a good understanding of the safeguarding and welfare requirements. This is demonstrated further in her ongoing collation of her portfolio, which highlights her provision, her work with her assistant and most importantly, informs parents about the activities and experiences provided for their children. As a result, she is able to identify aspects of her provision, which are strong and those that need further attention. The childminder and her assistant have attended training, such as first aid, child protection and food hygiene. Consequently, children's health and well-being are successfully promoted. The childminder demonstrates a secure understanding of the possible indicators of abuse and of how she should proceed should she be concerned about any child or the conduct of her assistant. Rigorous daily checks and risk assessments ensure that children are safe while they play and explore. The childminder has also ensured that all adults in the household have undergone the required vetting procedures, including Disclosure and Barring Service checks. As a result, children are protected from harm while in her care.

The childminder has a good understanding of the learning and development requirements. She plans interesting and stimulating experiences for children across the seven areas of learning. The childminder tracks children's progress accurately and plans next steps, to extend and support their learning. She is aware of the need to complete the progress check for children aged between two and three years and understands the requirement to share this with parents and other professionals, to ensure successful development of all children. The childminder continually reflects on all aspects of her service. For instance, she consults with her assistant during quiet periods of the day or in the evening, to discuss future plans and combine their ideas. On reflection of recent evaluations, they have considered new menus for the autumn and the childminder has prioritised further improvements in the outdoor area, such as creating spaces for children to be able to grow fruit and vegetables. Additionally, she has recently replaced the turf, to further ensure

children's safety and make access to the outdoors freely available each day. The childminder has also taken steps to address the recommendations from her last inspection. For example, she has improved the routines for supporting children's personal hygiene and has strengthened her risk assessments to cover all aspects of children's safety in the home. She also ensures that parents are fully informed of her policies and procedures, including complaints and safeguarding.

Partnerships with parents are well established and the parental comments in children's learning records are very complimentary about the educational activities provided for their children. The childminder has not extended this as yet, to involve parents more actively in their children's direct learning and development. She demonstrates a good understanding of the benefits of working in partnership with other agencies, in particular with school teachers. She has already made good links with the local schools to ensure that children receive a consistent approach in their learning. Consequently, she is able to successfully support children when the time arrives for them to take the next steps in their 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. 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	EY344546
Local authority	Lancashire
Inspection number	878268
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	31/10/2011
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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