

Inspection date	05/04/2013
Previous inspection date	05/10/2011

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's sensitive interaction and attention to safety means that children feel secure and very settled and their emotional well-being is effectively supported.
- Children's language and communication skills are very well promoted as the childminder engages in good quality discussion with them. They talk to each other as they develop their language structures and build their vocabulary.
- Children's well-being and independence is very well supported and their behaviour is managed effectively through good use of praise and encouragement. As a result, children develop good levels of self-esteem and confidence, which allows them to take turns and enables them to take a full and active part in their own learning.
- Good relationships with parents help children to make progress, as the childminder works hard to ensure that there is a joint approach to children's learning and to promote the importance of the home learning environment.

It is not yet outstanding because

- There is scope to provide more opportunities for children to experiment with numbers and become familiar with numerals, in order to strengthen their interest in numbers and number recognition.
- There is scope in the environment to extend opportunities for children to view marks, signs and symbols and talk about what they represent.

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 and dining room, viewed the resources and equipment available for the children to support the activities provided.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the records kept and viewed a selection of policies, procedures and children's records.

Inspector

Janet Singleton

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 husband and three children aged four months and two and six years in a house in Whitworth, Lancashire and uses most of the home, with the exception of the master bedroom and enclosed garden for her childminding. She attends a childminder group and the local children's centre. The childminder visits the local shops and park on a regular basis. She collects children from local schools and pre-schools.

There are currently four children on roll, two are in the early years age group and attend for a variety of sessions. There are two school-aged children, who attend before and after school. The childminder provides care all year round from 7.10am to 6.30pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- develop the opportunities to enhance the good practice for all children in supporting the programme for mathematics; by reviewing the use of number labels and number lines in the setting to further children's understanding of mathematics and provide further opportunities for them to explore and experiment with numbers
- strengthen opportunities for children to view marks, signs and symbols to further their interest in writing and talk about what they represent.

Inspection judgements

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

The childminder provides a broad range of experiences and challenges, which promote children's development across all areas of learning. She has a good understanding of the Early Years Foundation Stage to promote their learning and development effectively. Through the comprehensive observation and assessment of children's learning, the clear identification of their next steps, means that she is able to plan individually for their development. Consequently, children continue to make good progress across all areas of learning, considering their age and capabilities. Starting points are clearly identified on entry and the good use of the development tracker combined with the monthly assessment, means that children's progress is effectively monitored across all areas of

learning. Consequently, any developmental gaps can be addressed and attended to and children are suitably stimulated and challenged. Children are happy and very content as they play and make choices and decisions about what they want to do. The environment supports children choices and enables them to play freely and self-select resources. However, the use of labels to promote children's interest and enable them to view signs and symbols is less well embedded to help them to understand the words they represent.

Teaching is good as the childminder engages children in good quality conversation. She asks open-ended questions, promotes their thinking and as a consequence, their vocabulary and language skills are being developed. Children delight in talking during their play practising their developing language skills. The progress check at age two years is completed by the childminder. Parents contribute to this process and are provided with a written summary regarding their child's development. Children readily count objects with the childminder and name colours as they talk about the yellow, red and blue resources. Although, good opportunities are provided for children to count, the use of numbers as labels for them to explore and experiment with is less well embedded. The childminder effectively supports children's early reading as they sit together and are actively engaged in looking at the books and expressing what they see. They learn to problem solve as they make jigsaw puzzles with the childminder supporting them to succeed. Therefore, children's thinking is extended and new skills are constantly being developed. Children's imagination is promoted as they dress-up as a wizard, delighting in the use of the magic wand and wizards' props. Children squeal and laugh excitedly as they make their magic and ensure that all are involved and act surprised at the 'magic'. The childminder encourages the development of children's physical skills by accessing the outdoor play area and going for walks to the park. Children delight in riding wheeled toys in the home and are excited and motivated as they 'wizz' around and giggle and laugh as they use their bodies to progress themselves. They attend the toddler groups as they learn to make friends and build their personal, social and emotional skills and they learn to play together. Therefore, children develop those skills necessary for their future learning.

The childminder works closely with parents on their children's educational needs and shares the record of their child's learning journey with them. A written summary of their child's development is provided for them and they contribute to their child's learning journey record. She effectively uses information gained from parents to support children's overall learning and development, both within her provision and at home.

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

The childminder is warm and welcoming, resulting in children feeling very safe and secure as she forms strong emotional attachments with them. Their emotional well-being is further enhanced as she follows their individual routines to maintain an individual approach to their care, as agreed with parents. As a result, children show a strong sense of belonging and settle well. They move freely in the home and are confident in self-selecting resources for their play as they explore the home and initiate their own play in the stimulating environment.

The childminder effectively supports young children's development of their self-help and

personal skills as she establishes a routine with them. She supports children's growing independence as she encourages them to try, according to their age and stage of development. Consequently, they are developing those skills necessary for them to manage their own basic hygiene and personal needs successfully. Through her effective behaviour management, children learn about and are beginning to understand the behavioural expectation. For example, to listen and to respond positively to instructions, in order to keep them safe. The childminder uses praise and encouragement, building children's self-esteem and confidence as a result, they feel valued and supported in her home.

The childminder provides a very healthy diet for the children as they enjoy the home-made meals, for example, chicken, pasta, fresh fruit and vegetables. Children delight in sitting together to eat their snack of apple, melon and milk or water. They readily wipe as they begin to understand about germs and cleanliness. By sitting at the table, children take part in good quality discussions about the healthy food and delight in the social experience. Children take part in outdoor activities to promote their physical development. As a result, children begin to understand the importance of healthy lifestyles. Consequently, children are developing those skills necessary to aid a smooth transition for when they move onto other provisions, for example, pre-school and school.

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

Children make good progress towards the early learning goals. This is as a result of the childminder using her secure knowledge of the Early Years Foundation Stage to plan for children's individual needs. The childminder has a clear identification of her strengths and weaknesses of her setting and has a comprehensive action plan to address her identified areas for improvement. Her analyses, drive and commitment to improve is strong and she demonstrates a strong commitment to improving her childminding practice. For example, the monitoring of children's progress and the annual review of her documentation means that children continue to make good progress across all areas of learning. The childminder is committed to her professional development and is seeking training in childcare practice to level 3, to further improve her skills. Consequently, her approach and quality of teaching is given high priority to support children's overall learning and development.

The home is risk assessed and she involves children in discussions about safe practices. As a result, children develop a good understanding of their own role in keeping safe. All required policies and procedures are in place and are robust to support children's care and learning. Children are active learners within the well-planned home as they delight in making choices from the good quality, wide range of resources. Consequently, their independence and decision making skills are fully promoted.

Arrangements for safeguarding and supervision of children are good. The inspection took place following notification of children not being appropriately dressed and supervised when being transported between a premises and the car. The inspection found that the childminder was fully aware of her responsibilities and of the need to keep children warm and secure when travelling in the car. The inspection found that, although, she does not

fasten children into the car with their coats on, this is because this is not advised by the car seat manufacturers. She explained that children are not as secure in the car seats with heavy, bulky coats on. Therefore, the childminder ensures that children have their coats around them and additional blankets are used to keep children warm while they are in the car. The inspection found that appropriate footwear is worn by children and the childminder confirmed that when children go out for walks they are wearing coats, hats, scarves and gloves, in order to protect children from the elements. The notification also included that supervision of children is not robust while the childminder is putting children into her car. The evidence at the inspection found that the childminder ensures that all children are placed into their car seat and secured before moving off. This may take five to 10 minutes, however, she confirmed all children are secured and supervised at all times. Therefore, children are safeguarded on all outings with all risks being assessed and managed.

The childminder has developed highly beneficial relationships with parents and shares information about the child's day with them. They share what they know about their children before they attend, completing all required consents and documentation to ensure that they are well informed about the service. They contribute to their child's learning records and complete questionnaires about the service their child receives. Therefore, a consistent approach to their children's learning and development is maintained. The childminder is aware of the need to link appropriately with other providers. She has effective systems in place to work with other settings and external agencies to support children's learning and development and address the need for early intervention.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
--	------------

The requirements for the voluntary part of the Childcare Register are	Met
---	------------

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	EY349422
Local authority	Lancashire
Inspection number	907120
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	05/10/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

