

Inspection date	21/02/2013
Previous inspection date	28/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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 has a secure knowledge and understanding of the Early Years Foundation Stage. She interacts enthusiastically with the children and provides a wide range of opportunities to promote their learning through play, discussions and planned activities.
- Children make good progress in their development because they are actively involved in a broad range of interesting and challenging activities that cover all areas of learning.
- Children are happy and settled and form strong bonds with the childminder, who meets their individual needs very well. This supports their well-being and helps them to be able to make good progress in their learning and development.
- The childminder carefully assesses risks in and around her premises and takes effective steps to ensure that children play in a safe, secure environment. She has an extremely clear understanding of her responsibilities in relation to child protection and to keeping children safe.
- The childminder regularly evaluates her practice, taking into account the views of parents, which results in well-targeted plans for continuous development.

It is not yet outstanding because

- The childminder has not yet explored with parents ways in which they can contribute to and strengthen children's learning at home.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 two main rooms used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector observed all relevant documentation provided.
- The inspector took account of parents' views taken from questionnaires and from information included in the self-evaluation form.

Inspector

Ferroza Saiyed

Full Report

Information about the setting

The childminder was registered in 2007 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 three and four years in a house in Poulton-le-Fylde in Lancashire. The whole of the ground floor and the rear garden is used for childminding. The family has a dog and a cat as pets.

The childminder attends a toddler group and activities at the local children's centre. She 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, of whom three are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Fylde and Wyre Childminder's Network.

What the setting needs to do to improve further

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

- strengthen the good partnerships with parents by seeking ways to involve them in supporting their children's learning at home.

Inspection judgements

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

Children are very happy and settled in this homely, organised setting, where the dedicated childminder clearly understands and meets their individual needs. Children enthusiastically take part in a wide range of activities that are tailored to their interests and abilities. The childminder seeks information from parents about children's stage of development from the beginning. She has a clear system for assessing children's development, which includes detailed observations of their play and achievements. She confidently uses the guidance document 'Development Matters in the Early Years Foundation Stage' to plan the next steps in their learning. The childminder has a good understanding of her responsibility in completing a progress report for children aged between two and three years.

Children have good opportunities to take part in a wide range of adult-led and child-initiated activities, which cover all seven areas of learning. She monitors children's ongoing development, in order to plan activities to support their learning. The childminder has a good understanding of each child's progress and organises activities to promote the next stages in their development. This means that all children are effectively challenged and benefit from well-planned and enjoyable activities to support their individual needs and learning.

Children have space to play and can choose toys and activities independently as the childminder ensures that they can easily reach the stimulating selection of resources. This

significantly enhances children's independence and development. The childminder shows an enthusiasm for what interests children and further motivates their learning by planning activities around their personal interests. She knows the children enjoy sensory ball games and therefore, she makes sure that there are plenty of different types of balls for them to use. For example, they sit and feel the textures of the balls and enjoy throwing the ball to the childminder.

Children's language is encouraged through conversation with the childminder, who listens carefully and responds appropriately, such as responding to their babbles. Alongside non-verbal communication, the toddlers are supported to recognise few simple words for everyday things and people. For example, they try and mimic other children's names. Children express themselves as they take part in action songs and rhymes, squealing with delight in anticipation as they play 'Wind the bobbin' and readily clap their hands. As a result, children's early language and communication skills are promoted very well.

Children's early writing skills are developing well because the childminder has a secure knowledge and understanding of how to promote this aspect of their learning and development. The childminder's home is well resourced with a variety of writing materials to promote and encourage emergent writing. Older children label their own work using clearly recognisable letters. Young children are provided with opportunities to make marks and use chunky chinks, paintbrushes and their fingers to make patterns and marks in sand, paint and foam. They notice the effects of making movements, which leave marks and have great fun in making their own creations. Children celebrate different festivals and play with resources that promote positive attitudes about diversity. This means that children have opportunities to develop their understanding of differences between people from various communities and traditions.

Parents become involved in their children's learning through the sharing of learning records and daily discussions. They talk about their children's achievements at home and this enables the childminder to link their interests into planning future activities. However, the childminder does not always share her ideas for children's next steps with parents. This means that ways to involve all parents fully in their children's learning and development have not been completely explored. Therefore, this may impact upon children's ongoing learning.

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

The childminder's home has a very positive and welcoming atmosphere. As a result, children are happy and settle very well due to the childminder's relaxed and caring approach. Time is taken to establish relationships at the start of their care and to obtain useful information from parents about children's care needs and home backgrounds. This means that the childminder knows them very well and she is able to identify the non-verbal cues of babies, indicating their tiredness or hunger. Also her responsive nature means that she is quick to react and meet their individual needs. Children benefit from the loving and caring relationships, which they have established with the childminder as they snuggle comfortably into her when they are tired. The childminder has a very caring approach to children's care and is sensitive towards their individual needs.

The attentive and nurturing care children receive means that they enjoy the childminder's attention and affection and they readily offer smiles and hugs in return. They approach her freely with toys and books to explore together and this shared interest extends the possibilities for further learning. Children feel safe in the setting, consequently, they explore confidently and independently with the reassurance that the childminder is close by for support when needed. The childminder helps children to develop an awareness of healthy lifestyles throughout the daily routine, such as wiping their hands and face after meals. As a result, their independence and self-help skills are effectively promoted in everyday routines and practices.

The promotion of healthy and safe lifestyles is given high regard. The childminder conducts comprehensive risk assessments of her home and for outings. As a result, children freely and enthusiastically explore in a safe environment. Babies are provided with spoons at mealtimes and are competent with finger foods and using their spouted cups, which they independently access when they are thirsty.

Children learn to be kind and learn to share from an early age. They have access to a broad range of resources, which reflect positive images of diversity. Displays and resources, such as dressing-up clothes, books and small world play with dolls all help children in their learning of the wider world. Regular trips out into the local community promote stimulating experiences and allow children to discover new environments. For example, children feed ducks, visit the library and enjoy trips to places of interest. As a result, this provides them with inspiring and challenging opportunities to develop social and intellectual skills. This helps children to develop confidence and prepares them for their future transitions to nursery or school.

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

The childminder has a good understanding of the Early Years Foundation Stage and monitors her practice to ensure that she is meeting all requirements. Her premises are safe and secure and thorough risk assessments are carried out. In addition, the childminder completes daily safety checks to ensure that all potential risks to children are minimised. The childminder has a good understanding of safeguarding procedures and has effective procedures in place to protect the welfare of children. She is aware of the signs and symptoms of abuse and knows what to do if she has a concern that a child is being abused or is at risk of abuse. The childminder implements clear policies and procedures that effectively help her to promote the safeguarding and welfare requirements and support children's well-being. For example, she has completed relevant safeguarding training and has a clear awareness of managing related issues. She continues to attend childcare meetings to keep her knowledge updated and help to improve her practice. This all contributes to protecting children from harm and actively promoting their welfare.

The childminder uses the Ofsted's self-evaluation document to help her to monitor and evaluate her provision. The views of parents are gathered through the use of questionnaires. She reflects well on her own practice and has a good understanding of the

areas for development. The childminder attends social groups and has links with other local childminders, which supports the development of her practice. She receives support from the local authority development team to assist in updating her knowledge of how to promote the learning and development requirements. The childminder has addressed the recommendation raised at the previous inspection and she highlights other improvements she has recently made. She demonstrates commitment to continually improving her provision and is now part of the local childminding network. This demonstrates a positive commitment to continuous improvement.

Overall, partnerships with parents are extremely good. The childminder involves parents through discussion and feedback sheets when reflecting on her service and practice. Parents' comment positively on how much their children enjoy attending the provision and they are pleased with how happy and settled their children are in the caring home environment. There are currently no children on roll, who attend other settings or who need support from other agencies. However, the childminder demonstrates a good understanding of how to successfully support all children, in close partnership with parents and others involved in their care.

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
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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. 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	EY366119
Local authority	Lancashire
Inspection number	817727
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	28/03/2012
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 that are usually their 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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