

Inspection date	04/11/2014
Previous inspection date	07/01/2009

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

- Children enjoy their time with the childminder because she is affectionate and caring and they have fun with her.
- Children make good progress with their development, because the childminder understands how to support young children's learning and does it skilfully and naturally.
- The childminder works closely with parents to share information and address any concerns together. This provides good support to children's development and well-being.
- Children are kept safe from harm because the childminder understands how to safeguard them. She identifies and manages risks and supervises children closely.
- The childminder works closely with a group of other childminders, which has a positive impact on the quality of her provision for children. She continually develops her practice by learning about and sharing good practice with others.

It is not yet outstanding because

- Children have fewer opportunities to make choices and explore independently outdoors because the childminder does not make best use of the outside space.

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 and spoke to the children and childminder at appropriate opportunities.
- The inspector had a tour of the areas of the premises available for childminding.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at assessment records and planning documentation used to support children's learning.
- The inspector checked evidence of the suitability of the childminder, her qualifications and her self-evaluation document and improvement plan.
- The inspector took account of the views of parents from information included in the childminder's own parent surveys.

Inspector

Sara Edwards

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children in Penwortham, Lancashire. Two playrooms on the ground floor are used for childminding. There is also a room for children to sleep in and an upstairs bathroom. There is an enclosed, paved area available for outside play. The childminder is able to take and collect children from local schools and pre-schools. There are currently six children on roll, of whom three are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, 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 opportunities for children to make choices and enjoy independent exploration in the outside area.

Inspection judgements

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

The childminder understands how to promote young children's development well. She talks and plays with the children throughout the day, using conversations naturally to extend their communication and thinking skills. For example, she uses appropriate repetition and extension of children's emerging words to extend their vocabulary and understanding. She supports children's explorations with her tone of voice and animated facial expressions, so they are keen to explore and communicate with her. The childminder helps children to associate real meanings with new words, for example, when she uses descriptive words clearly and appropriately with children as they explore the toy dinosaurs. Consequently, children are developing the key skills for the next stage of their learning and their eventual move to school.

Children make good progress because the childminder tracks their development and provides them with interest and challenge across the areas of learning. She focuses appropriately on the prime areas, which are important to the young children in her care. The childminder knows each child well and she works closely with parents to fully understand children's interests and abilities. The childminder completes regular assessments, including the progress check for children aged between two and three years. She shares these assessments with parents, so they have a clear understanding of their child's progress and can easily share the information with other professionals, such as, health visitors.

The childminder plans for the next steps in children's learning, particularly focusing on areas where children need targeted support. She works in partnership effectively with parents so children receive similar support at home and with her. As a result, children's needs are being met well and any gaps in their development are closing.

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

Children have good relationships with the childminder and show that they feel safe and secure in her care. For example, children laugh and giggle loudly as they play with her and snuggle in to her, for comfort, when they are tired. The childminder works closely with parents when children move to her care, and she encourages them to share information on children's interests and routines, which she uses to help children to settle successfully. The childminder helps children as they learn to play together, for example, supporting them to share toys with calm explanations and consistent expectations. As a result, children are beginning to learn to share and they quickly settle again to their play. The childminder's use of praise and her encouragement of positive behaviours helps to develop children's self-esteem, confidence and social skills, which they will need for the next stage in their learning and their eventual move to school.

The childminder makes the indoor space welcoming and stimulating for children. She provides a good range of interesting resources for children to choose from indoors and they enjoy their time, independently making choices and having fun playing. However, the childminder does not use the outside space as effectively and she has to supervise children closely outside to keep them safe. As a result, they have fewer opportunities to make choices and explore independently outdoors at the childminder's house. Children do enjoy a wider range of experiences and choices outdoors at other times, because the childminder takes them on outings to parks and toddler groups and visits other childminding settings. These outings also help them to learn to socialise with other children and adults.

The childminder promotes children's self-care skills and so they begin to learn to help with activities, such as, getting dressed. They enjoy helping to tidy up because the childminder makes it fun and gives them lots of praise. Children begin to learn to keep themselves safe because the childminder gives them gentle reminders. She supports them to experiment with movement, for example, as they enjoy spinning round in a plastic shell. As a result, they begin to learn about how their bodies feel in different situations and how to challenge themselves safely. Children enjoy healthy snacks and the childminder incorporates healthy messages into their role play. This helps them to develop healthy habits for life.

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

The childminder understands how to care for and support young children, and she meets her responsibilities in relation to the requirements of the Early Years Foundation Stage. She uses thorough, written risk assessments to help her to identify hazards and decide how to manage them appropriately to keep children safe. For example, she supervises

children closely in the outdoor area to keep them safe from hazards, such as, prickly plants. The childminder has undertaken safeguarding training and knows what to do if she has concerns about the welfare of a child in her care. Consequently, children are kept safe from harm.

The childminder works closely with a group of other childminders and they share resources, ideas and good practice. This supports her professional development and the quality of her provision. The childminder also uses online information and support groups to develop her knowledge, and as a result, she has recently improved the documentation she uses to monitor children's progress. This has had a positive impact on children's learning because she can now quickly identify gaps in children's development and target support at an early stage. The childminder regularly evaluates her activities and develops her provision to meet children's changing needs and interests.

The childminder works in close partnership with parents. They share information in a variety of different ways, and as a result, children's learning and well-being is supported because the adults in their lives are well-informed of their current interests, abilities and concerns. The childminder works with parents to address any concerns about children's development, and consequently, children receive support at home and with the childminder, which helps them to make good progress. Parents make positive comments in the childminder's own survey, saying that they are very happy with her service and the information they receive.

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	EY366288
Local authority	Lancashire
Inspection number	857784
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	07/01/2009
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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