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| <b>Inspection date</b>   | 21/10/2014 |
| Previous inspection date | 24/09/2008 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 themselves because the childminder provides a stimulating environment with a wide range of interesting resources.
- Children settle quickly and show that they feel happy and secure because the childminder is warm and caring and supports their relationships well.
- The childminder works closely with parents to share information and act in partnership together to effectively support children's development and well-being.
- The childminder understands how to safeguard children. She supervises them closely to keep them safe from harm.
- The childminder works to continually improve her practice through training and professional development. This has a positive impact on children's care and learning.

#### **It is not yet outstanding because**

- The childminder is not always aware of the variety of specialist support and advice available in order to inform parents.

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

## Inspector

Sara Edwards

## Full report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 13, 10 and seven in Chorley, Lancashire. The whole of the ground floor of the house is used for childminding. There is an enclosed garden for outdoor play. The family has two tortoises, a bearded dragon and a parrot as pets. The childminder is able to take and collect children from local schools and pre-schools. There are currently five children on roll, all of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round, from 6.30am to 6.15pm, Monday to Friday, except bank holidays and family holidays. The childminder is an accredited member of an approved childminding network and is able to provide funded early education for three- and four-year-old children. She has an appropriate childcare qualification at level 3.

### What the setting needs to do to improve further

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

- strengthen knowledge and understanding of how local services, such as for speech and language, can support children, in order to provide more information to parents, so they can access advice and specialist support at an early stage.

## Inspection judgements

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

The childminder's teaching is good. She has created a strong learning environment and children are busy and happy as they explore and play because they have plenty of stimulating resources. The childminder plays and talks with children, using conversations effectively to extend their vocabulary and their understanding. For example, she speaks clearly and rephrases her comments if children do not initially understand. As a result, children's communication skills are developing and some children are making particularly good progress. Children develop their physical skills as they learn to negotiate obstacles and control tools. They have plenty of opportunities to make decisions and enjoy their experiences because the childminder respects their choices. Consequently, children are keen learners who are engaged in their activities.

The childminder provides resources and activities to cover all of the areas of learning appropriately for the children in her care. For example, they explore colour and texture as they enjoy painting on paper and on themselves. Children begin to understand numbers in a meaningful way, as they count how many conkers they have threaded on their string. They develop their imagination and make connections to their lives as they play with dolls and toy telephones. As a result, they are making good overall progress and developing the

key skills that they will need for their eventual move to school.

The childminder knows each child well. This is because she works with parents to identify children's development needs and interests when they start in her care. She observes them and continues to encourage information sharing about their abilities. The childminder uses her knowledge of each child to complete regular assessments, including the progress check for children aged between two and three years. This helps her to identify children's needs and plan for the next steps in their learning. She shares these assessments with parents so they have a clear understanding of their children's progress and can easily share the information with other professionals, such as health visitors. When the childminder identifies gaps in children's development, she works with parents to target support and monitor progress closely.

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

Children enjoy choosing how to spend their time with the childminder because she provides a wide range of interesting resources. They have good relationships with her and show that they feel safe and secure in her care. For example, children laugh together as they play with the childminder and snuggle in to her for comfort when they are tired. The childminder supports children appropriately as they learn to share and take turns and as a result, they play together well. She helps them to learn to socialise by taking them to regular toddler groups, where they develop their confidence with other people. Consequently, they are developing the skills and confidence they need for the next stage in their learning and their eventual move to school.

Children's independence and self-care skills are promoted by the childminder, for example, as they help to get dressed to go outdoors. She develops their awareness of personal safety and risk with gentle reminders and appropriate explanations. Children enjoy physical exercise and fresh air as they explore the resources outside. They enjoy fruit for snacks and the childminder encourages them to try a variety of healthy balanced meals. As a result, they are developing healthy habits for life.

The childminder works closely with parents to help children settle successfully when they move to her care. She encourages parents to share information, bring children to visit her setting and attend toddler groups with her. Consequently, children settle quickly because they form good relationships with the childminder and the other children, and become familiar with the places they will visit.

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

The childminder understands how to care for children and meets her responsibilities in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage. She keeps children safe by supervising them closely. She shares risk assessments with parents and gains their agreement, for example, she completes a risk assessment for

children's contact with pets. The childminder has undertaken safeguarding training and uses written policies and procedures to support her practice. She knows what to do if she has concerns about the welfare of a child in her care. As a result, children are kept safe from harm.

The childminder is a member of a local childminding network, which supports her professional development. She attends training and shares good practice. This has a positive impact on children's learning and well-being. For example, the childminder has strengthened her understanding of early language development, which has improved her teaching of communication and language skills. She reflects on her practice and encourages parents to share their views with her, in order to help her to continue to develop her provision for children and their families. The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage because she is well qualified. She monitors children's learning to ensure they make good overall progress towards the early learning goals. When the childminder identifies gaps in children's development, she works with parents to support children, for example, by agreeing strategies and closely monitoring progress.

The childminder takes time to talk to parents each day, as well as regularly sharing information and photographs using diaries and secure social media. 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. Parents make very positive comments in the childminder's own survey, thanking her for her excellent support. The childminder is developing her partnership working with other professionals. She has completed training to understand formal referral processes for children who need additional support and she encourages parents to seek advice for some aspects of children's development. However, the childminder has scope to strengthen the support she gives parents and children by developing her knowledge and understanding of the variety of specialist support and advice which is available locally, for example, from speech and language services.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY368357    |
| <b>Local authority</b>             | Lancashire  |
| <b>Inspection number</b>           | 857890      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 17      |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 5           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 24/09/2008  |
| <b>Telephone number</b>            |             |

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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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