

Inspection date	18/04/2013
Previous inspection date	11/01/2010

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

- Children are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination and demonstrate extremely positive behaviour and strong self-assurance.
- Children play in a well-organised, child-centred environment where they are able to easily select a wide range of resources for themselves. This helps them grow in confidence and independence.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these, so that children are able to use all areas of the downstairs and the garden in their play.
- The childminder is a reflective practitioner who demonstrates a good commitment to further developing her knowledge and skills.

It is not yet outstanding because

- Information from observations and assessments is not always used to the optimum effect to shape future planning to help children build on what they already know and can do.
- Opportunities for parents to share what their children do at home and to contribute to their children's learning and development are not yet fully developed to help children progress towards excellence.

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 two main rooms and viewed the facilities for outdoor play.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at all relevant documentations provided and took account of parents' views from testimonials.

Inspector

Ferroza Saiyed

Full Report

Information about the setting

The childminder was registered in 2009 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 six and eight years in a house in Leyland 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 community centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently six 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 7am to 6pm, Monday to Friday, except bank holidays and family holidays. Advice and support is gained from local authority.

What the setting needs to do to improve further

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

- strengthen the consistency with which information from observations and assessments is used to inform future planning and to more accurately monitor children's progress towards each of the early learning goals
- enhance further arrangements for helping parents to share what their children can do at home in order to contribute fully to their learning and development.

Inspection judgements

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

Children's enthusiasm for learning and the levels at which they succeed, are enhanced by the childminder, who has a good understanding of how to engage and capture their interest. She fully recognises that they learn through play. Teaching is strong and the childminder skilfully intervenes and extends children's learning during child selected activities. The childminder keeps records of children's progress and makes observations of children's achievements across all the areas of learning. Children's learning records contain a range of information, such as, observations, examples of their work and annotated photographs. Their next steps in learning are identified, but these are not always clearly

based on observations and assessments. Therefore, these are not always precise enough to ensure that children make maximum progress in their learning. Having said this, the childminder completes the progress check at age two for all relevant children to promote their early learning needs. She liaises with parents to ensure that they are fully involved in the process. This helps to keep them informed about their child's progress and development. However, not all parents are actively encouraged to be involved in their children's learning by sharing information about what their children do at home, which means they cannot contribute to the planning of their learning and development.

A strong focus is placed on extending children's communication skills. The childminder extends children's vocabulary by giving the correct words to describe what children see and feel. For example, the yellow play dough reminds them of butter. She also models language for thinking, such as 'I wonder', and 'What do you think?' This rich interaction engages children in conversation and helps to develop their understanding and use of language to express their ideas and views.

Children understand how books work and they sit at story time, contributing to the storyline and predicting what happens next. Children put on their animal masks and stomp round the room pretending to be an elephant, and try to scare the visitor and the childminder. They understand books have meaning and fully enjoy the story, becoming animated as it progresses. The childminder use adult-led and child-initiated activities to question and challenge children's thinking. They are confident as they chatter with the childminder, engaging in meaningful conversations. The childminder fosters the children's love and appreciation of books. They handle books carefully and know that print carries meaning and is read from left to right and from top to bottom.

Children recognise the letters within their own names. Their early skills in making marks are developing well and drawing and creative activities enable them to express their own creativity. Children request creative activities which are facilitated with a range of resources and the childminder ensures that activities are accessible to children of all ages, making adaptations as required. For example, they make dinosaurs and gingerbread man with the play dough. They are eager to show off their creations to the visitor and the childminder, who gives them praise, and they beam in delight.

The childminder plans a full range of opportunities for learning and development. For example, children learn about festivals from other cultures and play with multicultural resources. Consequently, children develop an awareness of the diverse society in which they live from an early age. The indoor spaces, the garden, visits to community groups and trips to places of interest, all allow children to discover new environments and promote highly stimulating experiences. The childminder provides interesting and challenging experiences that meet the needs of all children. Children are interested and keen learners and are making good progress in their learning against the typical range of development expected for their ages. They are well-prepared for their transition to their next stage of learning, either at pre-school or school.

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

Children's emotional development is promoted as they develop secure, trusting relationships with each other and the childminder. She makes sure she finds out about children's preferences and their daily routines by gathering good information from parents. Good settling-in procedures tailored to each child's needs, mean that the transition between home and the childminder's care is a positive experience. For example, she encourages parents and carers to share information about their favourite toys and activities so that she can ensure that these are readily available on their first day. This helps to promote children's sense of security and they settle readily in her care. All facilities, toys and equipment meet the care and learning needs of the children attending, which means they are well-supported and prepared for their next stage of learning.

Behaviour is very good. Children are helped to understand what acceptable behaviour is and that to share and to respect each other is important. They develop good self-care skills and are very independent. Children take responsibility for putting toys away and generally clearing up after themselves. They understand the importance of tidying away to prevent falls and accidents. Children can talk about how to keep themselves safe in an age-appropriate manner. For example, they understand the need to hold hands when going to the farm shop to buy fruit and regular fire drills consolidate their own awareness of keeping safe.

The childminder helps children to develop an awareness of healthy lifestyles throughout the daily routine. She talks to them about the importance of washing their hands and keeping clean. This is further supported through healthy snacks and meals. Children are encouraged to develop healthy lifestyles with a good focus on outdoor activities and play, with regular trips to the local park and the activity centre. The childminder is very organised and completes daily checks so that children have a clean and safe environment in which to play.

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

The childminder has very good understanding of both the welfare and learning and development requirements of the Early Years Foundation Stage. She is clear about the procedures to follow in the event of any concerns about a child in her care. A well-written safeguarding policy is shared with parents and carers so that they are aware of her role and responsibility in protecting children from harm. She carries out both visual and written risk assessments to ensure children are cared for in a suitable and safe environment. For example, risk assessment of the garden was being completed on the day of the inspection because some fence had been blown away the night before. She ensures all equipment, such as the trampoline, is safe and limits the number of children when they play on it. The required checks have been completed on the adults in the home to ensure they are suitable, and children are appropriately supervised at all times. Consequently, children are effectively safeguarded.

The childminder demonstrates a good understanding of how children learn and successfully organises her setting to support the children's educational programme effectively. She promotes all areas of learning well and, in the main, effectively assesses

the children's progress. The childminder clearly identifies her provision's strengths and any areas for development. The recommendations and actions raised at the previous inspection have been positively addressed. This has had a substantial impact on the setting as a whole. She fully recognises the need for continuous improvement and has been proactive in seeking support from other childminders and the internet to progress her knowledge and understanding. She involves parents through discussion 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.

The childminder recognises the importance of building close links with parents. She has secure working relationships with them and they regularly share information so children's individual needs are consistently met. The childminder is also very clear about the benefits of sharing information with other professionals to discuss the learning, development and well-being of the children. As a result, this helps all involved to provide consistent, cohesive care and learning for children which successfully supports their overall development.

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	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	EY393615
Local authority	Lancashire
Inspection number	912797
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	11/01/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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