

**Inspection date**

26/09/2014

Previous inspection date

17/01/2011

**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 make good progress because the childminder is very knowledgeable about how young children learn. She provides children with a wide range of stimulating learning experiences, linked to their individual interests, and teaching is consistently good.
- Children are happy and settled and have secure and affectionate relationships with the childminder. As a result, they display high levels of confidence and self-esteem.
- The childminder has a good understanding of her role and responsibilities to protect children from harm. She has attended safeguarding training and conducts regular risk assessments of her home. As a result, children are safe while in her care.
- Partnerships with parents are strong. The childminder makes every effort to seek parents' views with regard to their children's learning and care. Additionally, parents are included in the self-evaluation of the setting and kept up to date about their children's progress. As a result, parents are valued and involved in their children's learning.

**It is not yet outstanding because**

- Opportunities to support children's early literacy skills when playing outside are not maximised.
- The childminder has not yet fully explored all opportunities for babies to actively explore using all of their senses.

## 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 had a tour of the childminder's home.
  - The inspector observed the childminder while she interacted with the children.
  - The inspector spoke at length with the childminder about her work with the children and her systems for supporting parents to be included in her setting.
- The inspector looked at some documents, including the children's development records, the childminder's self-evaluation, evidence of qualifications and the suitability of the childminder and other adults living in the household.

## Inspector

Donna Birch

## Full report

### Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged four years in the Euxton area of Chorley, Lancashire. The whole ground floor of the house, one bedroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and is able to collect children from the local schools and pre-schools. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5pm, 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:

- use the outdoor area more effectively to support children's growing awareness that print carries meaning and that information can be relayed through signs and symbols, in order to support the early reading skills of those children who prefer learning outside
- provide more natural, tactile and sound resources for babies, so they can explore using all of their senses.

## Inspection judgements

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

The childminder is very experienced and has a good understanding of the learning and development requirements. She effectively supports and extends children's learning through purposefully planned activities and spontaneous play. The childminder interacts with the children constantly and the quality of teaching is consistently good. The childminder is vigilant in obtaining information from parents about their children before they attend her setting. She uses this information to form her initial assessments of children's learning and identify their individual starting points. The childminder ensures that children have access to a warm and vibrant learning environment where they can play, learn and develop. The activities and experiences she provides for children take into account their interests and stages of development, and have breadth and depth across the seven areas of learning. This means they effectively extend children's learning because activities are interesting and individualised to meet each child's specific needs. Consequently, all children effectively acquire the skills needed for their future learning.

The childminder has developed useful systems to support parents to be involved in their children's learning and development. For example, she routinely shares with them their children's learning journey record, holds daily discussions with them and provides parents with a termly progress report, detailing their children's current learning preferences and progress. Additionally, she ensures parents receive a copy of their child's development plan, which keeps them informed of future learning experiences that will be provided to challenge and extend their current learning. As a result, parents are well informed, which supports them in complementing children's learning at home.

The childminder is very supportive of children in her care. She spends good quality time with them and understands the importance of promoting their communication and language and personal, social and emotional development. For example, during play, children regularly connect with her to seek reassurance and voice their ideas and needs. These are always embraced by the childminder. Additionally, she gives children plenty of praise and encouragement for their efforts. Consequently, children demonstrate high levels of confidence and self-esteem. The childminder allows children sufficient time to think and speak before she skilfully extends their vocabulary by asking them lots of open-ended questions. Babies' attempts at communication are also recognised by the childminder, because she is alert and responsive to the sounds they make and notices their changes in body language. Children's holistic development is supported by means of regular outings and walks in the local community. These experiences give children the opportunity to meet new people and mix with peers. Children also learn how to build strong relationships and learn key social skills, such as sharing and taking turns. Children's physical development is fostered through them having access to a range of equipment, such as bikes and scooters. There is space outdoors for the children to practise large body movements on the grass area. However, there are fewer opportunities for children who prefer learning outside to see words, symbols and labels to help them recognise that print carries different meanings. The childminder introduces mathematical language into children's play. For example, she counts out loud with children the different numbers on the train number display. Additionally, during play, she discusses concepts with children, such as size and shape. As a result, children's understanding of these concepts is developing well.

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

Children are very well settled at the childminder's home, due to the individualised settling-in sessions. While children and their parents attend introductory visits, the childminder gathers lots of useful information to ensure she is well prepared and confident that she can meet children's individual needs before they are left in her care. Children demonstrate that they feel safe and secure as they confidently explore the environment, interacting with the childminder when they need her. The childminder fosters children's independence well. She encourages them to tidy away toys and to help her with domestic tasks, such as preparing the fruit for snack and helping to organise the table. Babies demonstrate their independence as they confidently feed themselves a range of healthy finger foods. In addition, the childminder understands the importance of ensuring children have the skills they will need for school, and demonstrates a good understanding of how she will do this and the importance of including parents and other professionals in this process. For

example, she completes and shares a short written progress report for each child and invites teachers and other practitioners into her setting, to get to know children before they move on to school or nursery.

The childminder is an excellent role model for children. She uses clear and consistent strategies to manage behaviour and always offers children clear, age-appropriate explanations for any unwanted behaviours. Therefore, given their age and stages of development, they behave very well and are courteous with one another. The childminder supports children's awareness of keeping themselves safe. For example, she discusses with them the need to wash the fruit and vegetables from the garden before they eat it. Regular evacuation practices and discussions about road safety, away from the home, further contribute to children's understanding of keeping themselves safe. Children have access to a wide range of resources that are safe, clean and attractively organised in the playroom. Children enjoy looking at and choosing resources from the photographic resources folder made by the childminder, which showcases all resources available to the children. She then ensures their choices are made available. As a result, children's independence is promoted and they feel valued. However, there are fewer opportunities provided for babies to explore using all of their senses with natural, tactile and sound resources that can be used in a variety of ways.

Children's health is successfully supported by the childminder. Clear messages are given to children about leading healthy lifestyles. For example, they are growing a vast array of fruit and vegetables in the garden and help the childminder harvest and prepare these for cooking and eating. Consequently, children's understanding of where food comes from and which foods are healthy is extended. The children benefit from regular fresh air and exercise because the childminder ensures they have daily access to the outdoor area and they routinely enjoy outings in the local area. Children learn about good hygiene practices because they play and learn in a clean environment and the childminder reminds them to wash their hands before meals. Hygiene routines at nappy changing times are good. The childminder sanitises the changing area after each child, which limits cross-infection and ensures children's health is protected.

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

Children's safety is well promoted because the childminder is very knowledgeable of the safeguarding and welfare requirements. Effective risk assessments for her home and for outings enable her to effectively minimise hazards and maintain a safe environment for children. The childminder maintains suitable records for each child and these are stored securely. She has completed safeguarding training and is aware of the signs and symptoms that would alert her to any child protection issues. In addition, she is confident about the action she would take if she had concerns about a child in her care. Consequently, she knows how to protect children from potential harm. There is a clear safeguarding policy, which also provides guidance on the use of mobile phones and cameras. The childminder is aware of her responsibilities when administering medicine and holds a valid first-aid certificate. Additionally, all adult members of her family have undergone the required suitability checks, which further ensures children's safety. The

childminder's documentation is very well organised, ready for inspection and underpins her practice well. This, together with a good range of policies and procedures, means that children are protected.

The childminder has a thorough understanding of the learning and development requirements. She plans a range of stimulating and varied activities and experiences for children across the seven areas of learning. The childminder routinely monitors children's progress and shares this regularly with parents and other providers. As a result, children are provided with consistency in their learning, which supports them to make good progress. The childminder understands the need to complete the progress check for children aged between two and three years, and has plans to carry this out at the appropriate time. She continuously reflects and evaluates the service she provides to ensure she maintains ongoing improvements that benefit children. For example, she regularly asks parents to complete an evaluative questionnaire for her setting. This affords parents the opportunity to be involved in the ongoing decisions with regard to the setting. The childminder then uses this information as a form of self-evaluation to improve her provision even further.

Partnerships with parents are very strong. The childminder takes time to get to know children and their families and keeps parents fully informed about their children's day by means of daily verbal communications and regular written evaluations of their child's progress. Written evaluations from parents state they feel extremely happy with the care and education that the childminder provides for their children. Since her last inspection the childminder has shown a committed approach in improving her setting and has addressed all of the recommendations raised. For example, she has embedded good systems for observation, assessment and planning for the children and conducts regular fire safety checks and drills. Furthermore, she conducts regular self-evaluation and takes into account the views of parents. This means she has made the necessary improvements that benefit children and their families the most. The childminder is working in partnership with her local childminder coordinator, completing her childminding portfolio. This further demonstrates her commitment to ongoing improvement of the setting and her strive to improve outcomes for the children who attend.

### **The Childcare Register**

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

## 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>     | EY406955    |
| <b>Local authority</b>             | Lancashire  |
| <b>Inspection number</b>           | 879567      |
| <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> | 17/01/2011  |
| <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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