

Inspection date	27/08/2014
Previous inspection date	05/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy their time at the setting and are occupied as it is well resourced.
- Children's emotional security is addressed effectively, beginning with good settling-in procedures, so that children are settled and happy.
- Children's health is protected. Meals and snacks are varied and nutritious with the provision of home-cooked meals.
- The childminder has a good understanding of child protection procedures in order to safeguard children.

It is not yet good because

- Assessment, planning and evaluation of childrens learning and development is inconsistent. Therefore, some children's learning is restricted.
- The childminder has failed to maintain a current first-aid certificate. This means that she does not have the most up-to-date information about how to deal with accidents and injuries. This is a breach of the requirements of the Early Years Register and the Childcare Register.
- Self-evaluation is not rigorous enough and parents' views are not taken into account, to ensure that any changes in practice, reflect their views and needs.

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 childminder's playroom and lounge.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at a range of records including children's details, menus, written policies, training certificates and a selection of other documents.
- The inspector checked evidence of the childminder's suitability and qualifications and her self-evaluation form.
- The inspector interacted with children throughout the inspection.
- The inspector read accounts from parents to take their views into consideration.

Inspector

Jacqueline Midgley

Full report

Information about the setting

The childminder was registered in 2011. She lives with her own child in the Ashton area of Preston. The premises are within easy reach of local shops, parks, and playgroups. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll in the early years age range. Facilities for children within the family home comprise of the lounge, playroom, kitchen and downstairs bathroom. The childminder is able to take and collect children from local schools and pre-schools.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- attend and complete an appropriate paediatric first-aid training course that is relevant to workers caring for children
- ensure a consistent approach to the assessment, planning and evaluation of children's learning and development so that information from observation and assessment is used to plan activities to meet children's learning needs so that they make good progress.

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

- improve the systems for self-evaluation to form the basis of ongoing, internal review and help plan future improvement, including using parents' views to inform this.

Inspection judgements

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

Educational programmes cover the seven areas of learning and the childminder supports children's development in the prime areas. However, assessment and planning for children's next steps in learning is inconsistent. This means that not all children make as good progress as they could. Therefore, despite the childminder being committed to promoting the learning and development of young children, there are missed opportunities for children to make consistently good progress so that they develop the widest range of skills to support their future learning. This is because the childminder does not consistently use information from observations and assessments to monitor children's learning and development to plan activities to challenge them so that they build upon their skills. The childminder does, however, ask children good quality open questions to enable children to develop their critical thinking skills.

Children's personal, social and emotional development is addressed well and they are settled and happy. Their independence is promoted effectively as toys are stored in low-level boxes on shelving so that they can easily choose what they want to use. Children enjoy outdoor activities during trips to local parks, as the outdoor play area is currently out of use. All children enjoy easy access to books. Young children communicate confidently with the childminder. They actively engage as the childminder annotates enthusiastically during story time, and skilfully gives children time to finish sentences and predict what happens next in the story.

The environment provided by the childminder is child-friendly. For example, it is bright and vibrant, with child-friendly transfers on the walls, and child-sized furniture. The childminder supports children's learning in mathematics by counting during routine activities and asking questions, such as 'what number is next?' Children's creativity is promoted appropriately as they choose to play with a variety of arts and crafts, small world, construction and role-play resources. Young children begin to treat baby dolls with care as they dress them, place them in prams and play in the role-play area.

Parents are welcomed and encouraged to provide information when children start. Information is shared during daily chats and via text messaging. However, parents are not regularly consulted to support improvements in the childminder's practice. Therefore, there are missed opportunities to consult parents in order to support improved strategies to meet children's needs.

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

Children feel emotionally secure and happy in the care of the childminder who is particularly good at putting children at ease. Strong attachments between the children and the childminder enable children to develop their independence and the skills they need to prepare for their future learning. Children display a positive sense of self-esteem and develop a strong sense of belonging. As a result, the environment the childminder provides is relaxing and encouraging. Therefore, children behave appropriately for their age.

The childminder has an appropriate understanding of how to safeguard children. She provides a safe, welcoming and well-resourced environment, and reminds children regarding safety. Therefore, she is supporting children to learn to keep themselves safe. However, the childminder does not hold a current paediatric first-aid qualification, which means that she does not have the most up-to-date information in order to best promote children's welfare in the event of accidents and injuries.

The childminder actively promotes healthy living by providing good quality, healthy, home-cooked meals, such as, homemade cottage pie and broccoli, yoghurt and water. She talks to children about the importance of eating healthy meals and snacks, and exercising regularly. This promotes healthy choices. Children are secure and confident as a result of good bonds with the childminder. Therefore, they are emotionally prepared for the next stage in their learning.

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

The childminder demonstrates an appropriate understanding of safeguarding procedures in order to protect children. Her written safeguarding policy is shared with parents and is implemented well in her setting. It includes her policy on the use of mobile telephones and cameras in her home. Daily safety checks and risk assessments are carried out on the premises and on outings so children are protected. However, the childminder has failed to ensure that her first-aid qualification remains valid, which does not secure children's well-being.

Systems for monitoring and evaluating educational programmes are not yet consistent enough to identify individuals or groups of children who need interventions, or any gaps in delivery. This is because there is not yet a systemised approach to assessment, planning, monitoring and evaluation of teaching and learning. The planning for the next steps in children's learning is inconsistent and this means that children's progress is not yet consistently good.

The childminder aspires to improve. Her self-evaluation provides an overview of her strengths and weaknesses. However, she does not take full account of the views of parents, carers and children so that their feedback helps to inform changes to practice. Although arrangements for performance management are in place, and the childminder accesses training and support from the local authority, access to such is not always timely. Therefore, the childminder is not always up to date with essential training, such as first-aid. She has positive relationships with parents and carers and provides a service to support the families of children in her care. This includes collecting children from their homes when necessary, and supporting children and parents during times of transition or difficulty. Consequently, parents describe the childminder as 'loving and decent' and say 'she catered for my daughter emotionally, socially and practically'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first-aid qualification is held (compulsory part of the Childcare Register).
- ensure that an appropriate first-aid qualification is held (voluntary part of the Childcare Register).

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	EY433342
Local authority	Lancashire
Inspection number	876013
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	05/03/2012
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, 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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