

Inspection date	25/09/2014
Previous inspection date	26/04/2012

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 develop good relationships with the childminder, which has a positive effect on their emotional development.
- The childminder's up-to-date knowledge of child protection enables her to fully implement procedures to protect children. This helps to keep them from harm.
- Children's individual routines are well known by the childminder and incorporated into the day.
- The childminder has good teaching skills and good knowledge of the Early Years Foundation Stage, ensuring children develop the key skills needed for the next stage of their learning.

It is not yet outstanding because

- The childminder does not always maximise opportunities to involve parents in planning to promote their children's next steps, so that there is a secure collaborative approach to supporting children's learning both in the setting and at home.
- The childminder does not always make the best use of opportunities to model sounds of words during young children's play. Therefore, the youngest children's speech development is not always as effectively supported as possible.

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 children's learning environment.
- The inspector viewed and discussed with the childminder documentation regarding children's details, samples of policies, risk assessments and safety procedures.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of qualifications, and suitability of the childminder and household members.

Inspector

Kellie Lever

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged nine and six years in Chorley. The whole of the property is used for childminding, except for the master bedroom and the garden. There is a nearby park available for outside play. The family have two pet cats. There are four children on roll, three of whom are in the early years age range. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and the week between Christmas and New Year.

What the setting needs to do to improve further

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

- extend opportunities for parents to contribute to their children's learning by planning together and thinking through ideas of how to promote their child's next steps for learning, so that children benefit from a collaborative approach to supporting their learning when in the setting and at home
- strengthen the support offered to develop the youngest children's speech by making use of everyday opportunities to model different sounds and words.

Inspection judgements

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

The childminder provides children with good support in their learning and teaching is rooted in a strong understanding of each child's individual achievements. She uses her well-developed knowledge and experience to engage children's interests and recognises children learn through play. Children enjoy their learning and are keen to take part in the activities the childminder plans and organises at home, as well as during outings. The childminder's regular observations and assessments ensure she understands each child's interests and how well they are progressing. This forms the basis for planning further activities and learning opportunities to support children's progress towards the early learning goals in all areas of learning. The childminder promotes children's next steps in learning while offering them many opportunities for free-choice activities and to initiate their own ideas. For example, children play with cars and the childminder builds on this by introducing a garage and trucks. As a result, children's imaginations are extended and their creative skills are developed.

The childminder successfully helps children to become effective learners in readiness for school. She makes learning fun and consistently includes toys and activities which reflect their current interests, so they are keen to take part. As a result, children are engaged and motivated to learn. She encourages them to practise skills, as well as trying new challenges. For example, the childminder helps a child to learn how to fix a wheel on the tractor. The childminder supports this well by giving lots of praise and encouragement. The childminder helps when she sees that a child is becoming frustrated and explains how to fix the toy. The child follows the childminder's instructions and shows delight with completing this new challenge. The childminder is generally effective in supporting children's communication and language. She effectively supports children's skills by introducing new words as they play. However, opportunities to model different sounds and words are sometimes missed, giving room to improve support in this area to further nurture children's progress. The childminder promotes children's literacy skills well through regular opportunities to enjoy books, stories and rhymes. She ensures children have the opportunity to regularly draw, paint and explore malleable materials. This helps them to develop their coordination and dexterity in readiness for their early writing.

The childminder shares information about children's development with parents on a regular basis. This helps to ensure children's changing needs are well known. The childminder encourages parents to look at and discuss the helpful development records she collates for each child. The childminder is aware of her responsibilities to complete the necessary progress checks for children between the ages of two and three years, in order to provide a clear assessment for parents, highlighting children's development and any gaps in their learning. However, there are fewer opportunities for parents to be involved in the childminder's plans for supporting their child's next steps, so that they can work with the childminder in order to promote a two-way flow of information that contributes to children's continued progress in their learning.

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

The setting is a warm, calm, welcoming environment. Children develop good relationships with the childminder, which has a positive effect on their emotional development. Interaction between them is good and children clearly feel safe and secure in her care. Through discussion with parents, the childminder is able to effectively integrate children's needs, routines and interests into the day. This makes the move from home into the childminder's care a happy and relaxed experience and promotes children's feeling of safety.

The childminder takes appropriate steps to ensure the environment is safe, secure and suitable. Clear evacuation procedures are implemented and children are regularly involved in practising the fire drill to ensure they fully understand the routine to follow in the event of an emergency. As a result, children are beginning to understand the importance of staying safe. The childminder is a good role model for children and has clear rules in place within the home so that children understand what is acceptable behaviour. For example, the childminder reminds children they are not to climb on the sofa. Children receive lots of

praise and encouragement, which builds their confidence and self-esteem.

Children's social skills are continually encouraged, which helps prepare children for the move on to pre-school or school. They have regular access to the outdoor learning environment, which positively promotes their health and well-being. Children enjoy walks within the local community and visit parks and local play groups. Children's physical development is promoted as they use various pieces of equipment that encourage their large muscle development, such as climbing equipment and slides, which all assist children's control and coordination. This also helps children's understanding of the importance of using the equipment correctly to keep them safe. For example, they are learning to lean forward when they reach the top of the slide and not to lean backwards so that they stay safe. Children's independence skills are actively encouraged as they feed themselves and access their drinks as they wish to. The childminder encourages children to wash their hands before eating, and provides healthy snacks of fruit. Parents provide their children with fresh food each day. Children enjoy lunch time and behave well. Consequently, lunch time is calm and provides good learning opportunities and fully supports children to develop their own independence.

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

The childminder has a good knowledge of the Early Years Foundation Stage and uses this knowledge well to meet her responsibilities for safeguarding children and promoting their learning, development and well-being. As a result, children flourish in this safe setting. Arrangements for safeguarding children are good. The childminder has attended training to equip her with the knowledge to identify signs of abuse or neglect and to respond to any concerns about a child in her care. The childminder maintains well-organised policies and procedures. She completes thorough risk assessments and has effective safety measures in place to help ensure children's safety. Adult household members complete suitability checks and the childminder supervises children well. Security of the premises is robust and prevents unauthorised access or the risk of any child leaving unsupervised.

The childminder skilfully monitors children's progress, as a result, she is able to provide effective challenge to support development. Using her knowledge of child development, the childminder places high emphasis on challenging children through play, ensuring children receive the support they need to make good progress. The childminder is skilful in identifying when children are involved in their learning, and uses these observations to monitor the effectiveness of the educational programmes she provides. As a result, children experience well-planned activities and overall make consistently good progress in their learning. The childminder self-evaluates her provision and has action plans in place to show how she has improved her practice for the benefit of children. She has addressed areas that required improvement since the last inspection, such as improving images and resources to reflect other cultures and disabilities. The childminder seeks parents' views through daily discussions and uses this information to make any necessary changes to her provision.

The childminder acknowledges the importance of working with parents and other professionals to support children's well-being. The childminder can confidently discuss how to share information with other providers when children attend or when they are about to begin school, to provide consistency in their care and learning. She reflects on her provision and works in partnership with other local childcare providers to share good practice and keep up-to-date with developments. This enables her to evaluate her provision and make improvements. She receives support from her local authority quality improvement officer and has links with the local library and play group that she visits to provide valuable experiences for the children in her care. This is done purposefully to support children's progress and results in children becoming confident and motivated learners.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	EY434366
Local authority	Lancashire
Inspection number	876030
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	26/04/2012
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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