

Inspection date

Previous inspection date

30/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 and develop warm, affectionate bonds with the childminder. Therefore, children become more confident and secure while in her care.
- Children make good progress because the childminder plays and talks with them effectively throughout the day. She uses her knowledge of good teaching to provide activities, which interest children and develop their skills.
- The childminder has good relationships with parents and other professionals. This ensures that children's care and learning is well supported.
- The childminder understands how to protect children from harm and therefore, children are safeguarded in her care. Consequently, children show in their behaviour that they feel safe and secure with her.

It is not yet outstanding because

- The childminder does not make full use of the outdoor area to match the range of good quality activities provided indoors, to further promote children's learning.
- Children are not given sufficient opportunities to process information at all times, as music plays constantly throughout the day. As a result, children's listening and attention is sometimes interrupted.

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 house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, including comments recorded in written questionnaires.

Inspector
Cath Palser

Full report

Information about the setting

The childminder was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two older children in a house in St Anne's, Lancashire. The whole of the ground floor, a bedroom and bathroom on the first floor and the rear garden are used for childminding. The childminder supports children who speak English as an additional language and children with special educational needs and/or disabilities. The childminder attends a toddler group and activities at the local children's centre. She visits the beach, shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three 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 7.15am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- provide further opportunities for children to enhance their learning outdoors, in order to match the well-resourced environment and good learning taking place indoors
- review and reflect on how music is used within the home, for example, to ensure the radio is used for a purpose, to enable children to fully concentrate as they play and listen attentively to conversations uninterrupted.

Inspection judgements

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

Children are happy and enjoy their time with the warm and friendly childminder. Observations and assessments are used to identify children's next steps for learning, inform planning, and therefore, support children's progress. Children make good progress because the teaching and learning is good. The childminder knows the children well and understands their individual learning styles and interests. For example, she knows that some children enjoy lining cars up in a row. As a consequence, she allows time for children to follow their own ideas and knows when it is appropriate to offer support. The childminder takes into account children's stages of development, abilities and interests. A mix of adult-led and child-initiated activities ensure children remain interested and motivated to learn. Children are able to access a wide range of resources, which help them become independent learners. For example, children show enjoyment as they explore the playroom in search of buttons to press and knobs to turn. Outdoors, children

hunt for creatures in the bug hotel and a resident hedgehog. However, the outdoor environment is not used to its greatest potential, as it does not fully reflect the range of resources and activities available to children indoors. Therefore, children are not provided with the equivalent opportunities to take their learning outside so they can make even better progress.

The childminder extends play further and sets children tasks. For example, she offers children a tray to see if they can roll cars down and look for other objects that slope. As a result, children test their ideas and develop good problem solving skills. The childminder provides good models of language as she offers a running commentary while children play. She repeats words and phrases and extends vocabulary as she teaches them new words. However, children are not always given sufficient opportunities to process information at all times, as music plays constantly throughout the day. As a result, children's listening and attention is sometimes interrupted as they tune into different sounds and conversations. Children become absorbed in hiding objects around the room, then searching for them. They show enthusiasm, engagement and self-motivation as they enjoy joining in with the childminder to count cars. The childminder talks to children about different shapes and colours, as they use the information and communication technology activities. As a result, children develop early mathematical skills. Children's ability to express their ideas and use their imagination is promoted well. For example, children make a cup of tea and do the washing in the home corner. The childminder provides a good range of books, following children's current interests and the environment has numbers, letters, signs and symbols. As a result, children learn early literacy skills as they begin to recognise words and enjoy reading books with the childminder. Children develop good physical skills as they use the large play equipment in local parks and in the childminder's garden. Fine motor skills are developed well as children build a tower of stacking cups and use large chalks. These help to strengthen children's hands ready for later writing skills.

The childminder encourages parents to share information on children's development and learning. When children start in her care, she asks them to complete information to establish their abilities and interests. As a result, she is able to plan for children's learning from their first day. Daily diaries show what children have been doing and parents are invited to continue their learning at home. For example, as they look for colours and shapes in the environment. The childminder completes the progress check for children between the ages of two and three years to ensure that any need for early intervention can be identified. Children's tracking records show that any gaps in learning are being supported well. Therefore, children make good progress from their starting points and gain a good range of skills to support their future learning.

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

Children form close bonds and attachments with the childminder. Parents comment about how well the children settle in. This is because the childminder works around the needs of the family when children are first introduced. Partnership with parents regarding children's care and emotional needs is good. This is because the childminder gathers information

from them before children start at the setting and on an ongoing basis. As a result, children develop the skills and attitudes to prepare them for their future moves onto school.

Children's independence is nurtured well, for example, as they choose their own resources. The childminder offers photographs of activities so that all children, including those who speak English as an additional language and children with special educational needs and/or disabilities, can select what they would like to play with. Consequently, children feel valued and develop a sense of belonging.

The childminder is a good role model and shows respect for the children. As a result, children behave well and listen to instructions. Children enjoy nutritious meals and snacks. They learn about hygiene practices as the childminder washes their hands before they eat. Children learn to make healthy choices because the childminder provides daily outdoor play opportunities. They learn to manage risks as they negotiate large play equipment in the rear garden and local parks. As a result, children develop confidence and good coordination and balancing skills.

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

The childminder understands and meets her responsibilities in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage. She manages risks to children's safety and supervises them closely to keep them safe. All adults in the house have undergone the required suitability checks and are suitable to be in contact with the children. Children take part in fire drills and they learn to keep themselves safe as they become familiar with the evacuation procedure. Risk assessments are used daily by the childminder to assess and safely deal with potential risks. The childminder has completed safeguarding training and demonstrates that she understands what to do if she has concerns about a child in her care. Consequently, children are kept safe from harm.

The childminder evaluates the impact that training has on her practice. She has made good links with other professionals following multi-agency working training to ensure that children's needs are met. For example, she works closely with health professionals to implement strategies to support children's speech and language skills. Strong links with other agencies contributes to the childminder's secure knowledge and skills. Consequently, children are making very good progress in this aspect of their learning. The childminder is passionate about reviewing her practice to identify what could be improved and regularly evaluates the impact on the children. For example, she takes children to local play groups to experience larger groups of children. As a result, they begin to learn social skills, such as sharing and turn taking. The childminder ensures that all areas of learning are covered in her planning and the children's next steps for learning are identified and shared with parents. Consequently, the childminder effectively monitors and tracks children's all-round development and continued progress. Support is given by the local authority development workers to monitor and improve the quality of the childminding service.

Partnership working with parents is good because the childminder provides a warm and welcoming atmosphere. Parents are encouraged to share information daily about children's development, interests and activities they have enjoyed. For example, parents inform the childminder when their children have vaccinations, and therefore, the childminder pays particular attention to any potential side effects throughout the day. Parents speak highly of the childminder and say how they are happy with the information they share and with their children's progress. Consequently, children's well-being is well met.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY471729
Local authority	Lancashire
Inspection number	953460
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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