

Inspection date

27/08/2014

Previous inspection date

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 and their peers. This helps children become confident and secure while in her care.
- The childminder provides a good mix of adult-led and child-initiated play experiences for all the children so that they are offered a broad range of activities. As a result, children make good progress.
- The childminder has good relationships with parents and other professionals. This ensures that children's care and learning is well supported.
- The childminder gives priority to the safety of children and effectively supports children's growing understanding of how to keep themselves safe and healthy.

It is not yet outstanding because

- The childminder does not always fully resource the outdoor learning environment to offer children opportunities to take their learning outside, explore the natural world and sensory play.
- Children's self-care skills are not always fully promoted, for example, at meal times.

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 viewed the childminder's self-evaluation form and took account of the views of parents, as recorded in written questionnaires and reference letters.

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 partner, three children, two of whom are adults and one who is aged 10 years, and her two-year-old grandchild. The childminder co-minds with her partner who is also a registered childminder. Both have equal responsibility for the childminding service. The ground floor, first floor bathroom and the rear garden areas are used for childminding. The childminder has a pet dog. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, family holidays and the week between Christmas and New Year. She collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She is a member of the 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 children with a more varied learning environment outdoors, for example, by offering further opportunities for children to explore the natural world and learn through more sensory experiences
- provide opportunities to further support children's self-care skills, for example, by enabling children to help set the table and serve their own food and drinks.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage. She is fully aware of her role and responsibilities to meet the learning and development requirements and this is seen in her practice. The quality of teaching is good and children are happy and enjoy their time at the setting. The childminder provides a range of resources and activities for the children to help themselves to and encourages children to tidy away their toys, try to put on their own shoes and socks and find their own beakers. As a result, children feel a sense of belonging as they experience aspects of each of the seven areas of learning. The childminder is a good role model and talks to children clearly about expectations and boundaries. Consequently, children show respect to each other and cooperate by sharing resources and play together well. Observations and assessments are used to identify children's next steps for learning, inform planning and therefore support children's progress. The childminder knows the children well, and understands their individual learning styles and interests. For example, she knows that some children like to try things for themselves. She gives children plenty of time for children to follow

their own ideas and knows when it is appropriate to offer support. As a result, children show good concentration as they consolidate their learning and practise their skills as they engage in their play. There is a good mix of adult-led and child-initiated activities. For example, the childminder supports children to make shakers using pasta, rice and lentils for song time and children have plenty of time to enjoy resources and activities of their choice indoors and outdoors. The childminder follows children's interests and asks questions to extend their learning, for example, as she reads stories. As a result, children develop good recall and problem solving skills. The childminder teaches children the early stages of mathematics as children play and during routines. For example, they learn about different concepts, such as, full, light and heavy and notice that smaller buckets fill with sand more quickly than larger ones as they need less sand. They talk about sand falling out of the bucket when it is tipped upside down. The environment is rich in numbers and letters, signs and symbols as the childminder displays posters and provides laminated coloured cards for children to match the colours of their cups they choose.

The childminder provides good models of language as she offers a running commentary while children play. She repeats words and phrases, and extends their vocabulary as she teaches them to use new words, for example, as she reads stories to the children. The childminder provides opportunities for children to use their imagination and express their feelings. For example, as she provides dressing-up clothes and lots of opportunities for children to draw and make their own creations. The childminder ensures that children have daily access to the outdoors to practise their physical skills. For example, as they play on the slides and swings in local parks and use pedal cars and the trampoline in the childminder's garden. As a result, children gain confidence as they meet physical and mental challenges. However, the childminder does not always provide children with opportunities in the outdoor environment to explore the natural world and learn through sensory experiences. Small muscle skills are developed well as children use different tools to make marks and learn to fasten their shoes. These strengthen children's hands for later handwriting skills to help prepare them for school. The childminder encourages children to socialise and play cooperatively together. As a result, children develop confidence as they express their thoughts and ideas and welcome visitors with enthusiasm. The childminder offers a good range of books that relate to children's interests. Children are taught to handle books with care and they point to pictures and communicate their ideas with pleasure.

Information from parents is sought when children first start with the childminder, and is used to create an effective baseline assessment to identify children's starting points. This helps her plan appropriate resources and activities to meet their interests and needs well. 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. She consults with parents to further complement the children's learning at the setting and at home. Parents comment that they are very happy with their children's progress. Children's tracking records show that any gaps in learning are quickly closed. Therefore, children are making very good progress 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

The childminder provides a warm, welcoming environment and gathers information from parents to establish children's interests. She builds on these throughout their time at the setting, for example, as the childminder reads favourite books and sings familiar songs. As a result, children form close bonds and attachments with the childminder and they settle in quickly. Partnership working with parents regarding children's care needs is good. This is because the childminder gathers information from them before children start at the setting, and on an ongoing basis, for example, regarding toileting needs. The childminder teaches children to listen to instructions and be attentive, for example, as she tells them what will happen next as she prepares them for song time and story time. Consequently, children learn routines and feel a sense of belonging.

Children's independence is nurtured well, for example, as they choose their own resources to play with, and are encouraged to try to put on their own shoes and socks. However, the childminder does not always fully promote children's self-care skills, for example, at meal times, by enabling children to help set the table and serve their own food and drinks. Children's awareness of personal safety and risks is promoted well, for example, as they are taught to use the handrail as they negotiate the garden steps. The childminder is a good role model and offers clear expectations of behaviour. She praises children and rewards them with stickers, for example, as they sit attentively on the carpet at circle time. As a result, children behave well, and they listen attentively to instructions. The children learn about healthy lifestyles. This is because the childminder provides a range of nutritious food to try and daily fresh air and exercise. They visit local parks for children to gain good physical skills using larger play equipment, and as a result, children develop good coordination and balance. Daily risk assessments help keep children safe. For example, the childminder follows good hygiene procedures when changing nappies and ensures the play areas are safe before children play outside.

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

The safeguarding and welfare requirements are well promoted. The childminder understands and meets her responsibilities in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has completed safeguarding training and has a good knowledge of how to keep children safe and the procedures to follow if she has concerns about a child in her care. All adults in the house have undergone the required suitability checks to ensure children are safeguarded appropriately. She manages risks to children's safety and supervises them closely to keep them safe. Risk assessments are conducted daily and reviewed regularly to ensure any potential hazards are dealt with promptly. The childminder holds regular fire drills for children to familiarise themselves with the evacuation procedure, and as a result, children learn to keep safe. Information about who has parental responsibility is completed for each child. This ensures that the childminder knows who has legal contact, to keep children from harm.

The childminder evaluates her practice and is keen to continue developing it. For example, she routinely reflects on activities to identify what could be improved, to ensure children's changing interests and learning styles are accommodated well. The childminder is keen to

undertake regular training and evaluates the impact that training has on her practice. She works well with her partner, who is also a registered childminder, to meet the needs of the children who attend. She liaises with other childminders and staff at childminding groups and training provided by the local children's centre. The childminder benefits from regular visits from the local authority development workers, which helps her to monitor and improve the quality of the childminding business. The childminder has a clear understanding of the importance of working with other agencies to support children make good progress.

The childminder strives to build strong relationships with parents and shares information daily about what their child has been doing and the progress they are making. She invites parents and children to evaluate the quality of the service she offers and this is used to develop her practice. For example, she teaches children different mathematical concepts that parents have suggested. The childminder works with parents to promote consistent behaviour strategies and establishes toilet training practices and care routines to use at home and at the setting. Parents speak highly of the childminder and say how they are very happy with their children's progress. They contribute to children's progress records, which are completed for children who go on to school or another setting. The childminder has shown good leadership and management skills, working well with her co-minder and parents to establish a strong setting to meet the needs of children who attend.

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	EY474912
Local authority	Lancashire
Inspection number	961758
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	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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