

<b>Inspection date</b>	19/10/2012
Previous inspection date	11/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 is satisfactory**

- The childminder uses the observations of children consistently, to plan for their next steps in learning.
- The childminder frequently praises children, supporting their confidence well.
- Children develop a strong sense of independence, as the childminder encourages them to carry out frequent tasks for themselves.

#### **It is not yet good because**

- The childminder is currently less secure in her knowledge of how to fully implement the two-year-old progress check.
- The resources, including visual imagery within the environment to support diversity, are not yet fully embraced, to maximise children's learning regarding different customs and lifestyles.
- The information to demonstrate how parents are encouraged to share what they know about their children, regarding achievements, to aid progress is not maximised.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 main room used for childminding.
- The inspector spoke with the childminder at regular intervals throughout the inspection, made observations and spoke to children present.
- Documentation that was sampled, included information from the learning records, and policies and procedures.

## Inspector

Melissa Patel

## Full Report

### Information about the setting

The childminder was registered in 2011. She lives with her child aged four years, in their home in Oswaldtwistle, Lancashire. The childminder cares for the children in the home of her mother, also in Oswaldtwistle. Her mother is also a registered childminder. They childmind different children, while working on the same premises. The whole of the ground floor of the property is used for childminding, including a designated conservatory used as a playroom. There is an enclosed garden available for outside play.

The childminding provision is registered on the Early Years Register and both the

compulsory and voluntary parts of the Childcare Register. There are currently two children attending within the early years age range. The childminder is available to care for children aged over five years.

### **What the setting needs to do to improve further**

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

- update knowledge regarding the required progress check at age two years and implement this check, providing parents with a short written summary of the child's development in the three prime areas of learning.

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

- review and further extend the resources, including visual imagery within the environment, to maximise children's learning about different customs and lifestyles.
- develop the current information in place, to further include parents in sharing children's achievements and developments, to extend their progress.

### **Inspection judgements**

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

The childminder has an appropriate knowledge of the seven areas of learning, in order to promote progress. Children are progressing across the seven areas of learning as expected for their age and stage of development. Children enjoy exploring the environment, using different shapes on the board. They use appropriate language for their age and stage of development. For example, they frequently use single words, gaining confidence as they do so. They become happily engaged, looking at pictures and words in a book, helped appropriately by the childminder, who repeats words and uses praise to support the child's understanding and to engage their interest. Children enjoy learning to operate simple equipment, such as pressing buttons and listening to the sounds made. They develop physical skills appropriately as they demonstrate their walking skills. They use push and pull equipment and balance on the sit-and-ride toys indoors.

The childminder enables children to explore freely while offering help, if needed. She asks sufficient questions to extend children's language and learning. For example, she asks about the colour and shape of different items. Children fix and assemble a train track with help and they count the pieces with the childminder. Children explore the outdoors on walks, collecting Autumn leaves to make pictures, which they point to in the environment.

The childminder supports children's learning about diversity appropriately overall, through the use of some books that reflect different lifestyles and the celebration of some festivals, such as the Muslim festival of Eid. However, the resources, and visual imagery within the environment, is not fully developed, to maximise children's learning about different customs and lifestyles.

The childminder verbally demonstrates her appropriate knowledge of children's individual stages of development. The observations show clearly what plans are in place to extend children's next steps across the areas of learning, such as planning further stories and developing opportunities for them to explore and become independent. In addition, plans are in place to extend children's development using a variety of media, such as paint. The childminder has not yet implemented the progress check at age two years. She is making plans to do this and the evidence available does suggest it will be carried out within required timescales, but her knowledge is not yet fully updated on all the details to fully implement the check. Parents are adequately informed of children's progress through discussion and the sharing of the learning journals. However, the information available is not yet fully updated to show if parents are fully helped to add their contributions to the learning journals to maximise plans to help support children's progression.

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

Children learn to become independent effectively through actively being encouraged by the childminder to follow through important routines, such as hand washing and feeding themselves. The childminder gives children plenty of time to carry through a task, such as pulling on their own clothing after the checking of nappies. Children's confidence and behaviour is supported well because the childminder praises them for achieving tasks during various activities and routines. Children respond by smiling and they happily carry on with the activities.

Routines that are established at home are maintained appropriately in the provision. For example, through following children's sleeping routines. Children are developing an appropriate understanding of healthy lifestyles through regular outdoor activities, such as going on walks and running, jumping and climbing. Children eat a range of healthy food snacks, such as varied fruit. They can freely access water and milk is available each day. Regular visits into the local community on outings and to toddler groups, supports children's social skills appropriately and helps support their transitions to other provisions in the future.

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

The safeguarding and welfare requirements and the learning and development requirements are met appropriately overall. For example, the childminder uses observations systematically, to inform planning children's learning. However, she is less secure in her understanding of the progress check at age two years to maximise the purpose of this check. Children use safe resources within a suitably risk-assessed environment inside, outdoors and on outings. Children's care needs are attended to

appropriately, such as ensuring that they wash their hands at appropriate times. The childminder has updated her provision suitably overall and she demonstrates a positive attitude to ongoing continuous improvement. Evaluation systems are adequate to ensure that the Early Years Foundation Stage requirements are met. Verbal information is gathered regarding parents' views on the provision, but this area is not yet fully developed to maximise opportunities for them to voice their opinions to aid positive developments for children in the future.

The recommendations raised from the last inspection have been implemented appropriately to support children's well-being and their opportunities to progress. For example, the childminder has updated her knowledge appropriately regarding protecting children, through finding out who she should contact if there was a concern. Television use has been reviewed and is no longer used in the provision. Resources have been updated to include further outdoor toys, such as, a slide, sit and ride-on toys and a sand pit. Indoors, further jigsaw puzzles have been obtained. In addition, the celebration of some festivals to support diversity has been developed, including some posters to use at the time of celebrations, however, this area is still not fully resourced.

The childminder forms positive relationships with parents, sharing daily events and routines verbally, to support children's well-being. Currently, there are no children attending any other early years provision, such as nursery or school. However, the childminder demonstrates a clear knowledge of the importance of partnership working in the future, to support children's welfare and progress appropriately.

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY418640
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	884750
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/11/2011
<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 that are usually their 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

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