

Inspection date

Previous inspection date

16/01/2012

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, content and secure with the childminder and are progressing well in their learning.
- The learning programmes provide interesting and exciting experiences to support children's physical, social and independence skills.
- Arrangements for safeguarding children are strong and clear policies are implemented well.
- Relationships with parents are effective and contribute to meeting all children's needs.

It is not yet outstanding because

- Opportunities for children to speak and start conversations; ask simple questions in a range of situations to develop their growing confidence and skills in expressing themselves, has not yet been fully embraced.
- The planning of the outdoor area is not yet fully developed to offer children the freedom to explore, use their senses and have first-hand contact with the weather and an understanding of the natural world.

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 lounge and dining area.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children.
- The inspector looked at children's learning records, planning documentation and a selection of policies and procedures.
- The inspector took into account the views of parents from the questionnaires.

Inspector

Wendy Fitton

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner and two adult children. There are two family dogs in the household. The premises are situated in the Turton area of Bolton in Lancashire. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age range.

Children access most of the ground floor of the premises with the exception of the bedrooms and the office. There is a dedicated bedroom on the first floor used for sleeping and structured activities. There is a fully enclosed garden for outside play.

The childminder attends toddler and activity groups. She visits the local shops, parks and play areas. The childminder is available all year round and is flexible in providing care from 7.30am to 6pm, Monday to Friday. The childminder has a level 2 teaching assistant qualification and is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop the outdoor environment and resources to give children opportunities for investigations of the natural world; for example, provide chimes, streamers and windmills to investigate the effects of wind and use outdoors, so children can investigate features of paths, mounds and walls
- develop the development of children's communication and language skills; by encouraging the correct use of language through stories and help children to expand on what they say; introducing and reinforcing complex sentences and open questions.

Inspection judgements

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

Children show that they are happy and content with the childminder and have their emotional needs met through genuine care and affection. They have access to a range of interesting and challenging experiences to support their learning and development needs very well. The childminder has a secure knowledge of all areas of learning and children are well supported towards the early learning goals. For example, they can freely access good space and resources and therefore, develop their independence skills. They are comfortable and secure with the routines of their day. The play areas are suitable and safe to support children's physical development. Children can attend to their own personal care needs as they wash their own hands before their snacks and meals. They enjoy being with other children and socialise in their community with adults and children at the toddler groups and with friends in the home. They play cooperatively alongside each other and begin to learn to take turns and share their toys.

Young children develop their physical skills as they sit unaided and lean forward to grasp

objects and books. There are opportunities for them to pull themselves up to stand with furniture and space to walk independently. Opportunities for all children to freely explore the outdoor environment using their senses and have first-hand contact with weather and the natural world are not yet fully developed. Young children find out how things work and develop their exploratory skills with the activity centre, pushing buttons and activating sounds and noises. Young children feel secure with close contact from the childminder as she cuddles and reassures them when she needs to leave the room. Children explore shapes and objects and begin to make sounds and rhythms with shaker toys and musical instruments. They show curiosity and focus on others, imitating their actions and body language. They repeat familiar words and respond to positive praise and encouragement. There is a minor weakness in the programme for young children to develop their communication and language skills. The childminder does not always help children to expand on what they say or introduce and reinforce complex sentences.

Children attempt to fit shapes into spaces and become aware of different sizes. They use some language of quantity when looking for a small object. They develop their independence as they self-select toys from the storage boxes and make choices about where they want to play and the resources they need to use. Children develop their understanding of the world when they play with small world toys. For example, farm animals, the trains and the cars. Children delight when the postman calls and collect the letters from behind the door. They understand about their community and the people, who help them.

Teaching is effective and observation and assessment procedures are focused. The childminder plans for individual children in response to the information gathered from parents when the child first starts being cared for. Each child has a weekly diary and this is used as a communication tool to involve parents in all aspects of their children's development and progress. The childminder has detailed knowledge of children's current and future learning needs. All children are involved in activities and are fully motivated and secure. They are all progressing at their expected level of development and in some areas are above that level, given their age and stage of development. Relationships with parents are effective and make a good contribution to meeting all children's needs. The childminder discusses children's learning and progress and involves them in the formal assessment check at two years. Parents are aware of how their children are spending their day and the activities that are provided. They have access to information about how the setting runs and know what to do in the event of a complaint.

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

The childminder is skilled and sensitive to support children to form strong, secure emotional attachments, providing a base to promote their personal, social and emotional development. For example, they begin to express their own personal needs when feeling tired or uncomfortable and feel reassured with close physical contact and cuddles from the childminder. They respond to lots of positive interaction from the childminder as she praises them when they achieve a task. Children cooperate with personal care routines and understand the importance of hand washing. They are happy and enjoy their time at the childminder's home and they show that they are comfortable with the routines.

Children develop their self-help skills as they select toys from the boxes around their environment. They become sociable as they meet with other children and adults at the toddler groups and in their community. The childminder ensures children's health needs are well met through regular exercise, walking, and active play at the park using large physical play equipment. Children have easy access to regular drinks and they are safe, warm and comfortable. The childminder provides healthy snacks and nutritious home-cooked meals, ensuring that she is aware of children's dietary needs. Children learn about safety aspects as they are reminded to hold the pram when walking outside. They understand that safety gates are there to prevent them entering areas where there may be risks. Children understand the importance of good health and hygiene to prevent germs and are independent in their own personal care.

The childminder plans her activities according to individual children's needs and wishes. She observes them during their play to ensure that their physical, personal, social and emotional development is promoted. Children learn about expected behaviours because the childminder talks to them about sharing and being kind to each other. She models good behaviour and uses lots of positive reinforcement. Children show politeness and respect and understand the importance of manners and the difference between right and wrong. This helps and supports children to feel welcome and relaxed with the childminder. Children express themselves confidently during their play. As a result of this, the childminder can recognise how they are feeling. They comment positively through diaries and daily feedback to the childminder. Parents' comment on how their children are happy and secure and that they are settled into the routines. Partnerships with parents and other professionals are well established and make a strong contribution to meeting children's needs. There are links with local groups, preschools and primary schools to support children's transitions. The childminder has support from the local authority quality improvement officer. As a result of effective partnerships and relationships, children's learning and progression is enhanced.

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

The childminder has a good knowledge and understanding of how to protect and safeguard all children. For example, there are detailed policies and procedures for safeguarding, risk assessments and meeting children's welfare needs. Risks are well managed and the childminder has a secure understanding of protecting children. The childminder is sensitive to any information or observations that may affect children's safety and well-being. Children are provided with a broad range of activities and experiences to help them progress in their development and learning.

Self-evaluation takes into account the views of parents. All parents have completed a questionnaire as part of the self-evaluation form, demonstrating their involvement. The childminder identifies her strengths and has clear plans in place for improvement. She is an active member of local groups and is considering her role as part of the network of local childminders. The organisational policies and procedures are reviewed and updated in line with any changes to ensure that welfare requirements are met. The childminder

demonstrates a commitment to her own professional development. She continues to identify her training needs and has completed all mandatory training in first aid, food hygiene and safeguarding. She is qualified to level 2 as a teaching assistant and is currently working towards level 3. The comments from parents show that they are happy with the childminding service. As a result of effective relationships, children's learning, well-being and progression are improved.

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

Unique reference number	EY447856
Local authority	Blackburn
Inspection number	809473
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 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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