

## Inspection date

Previous inspection date

11/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

- Children enjoy warm relationships with the childminder. She is playful with them and helps them feel confident to explore toys and feel secure.
- Children behave well as the childminder is attentive to their needs and sensitively supports them to develop social skills from a young age.
- The childminder helps children learn about keeping themselves safe and healthy through everyday routines and practices.

### It is not yet good because

- Children's starting points are not obtained from parents. This means that information about children's learning at home is not used effectively to support educational programmes that ensure children's best progress. In addition, the childminder does not fully identify children's stage of development to ensure she consistently supports them to reach their full potential.
- There is a limited selection of resources to help children to understand about the difference and diversity of the world they live in.
- Self-evaluation does not currently take into account the views of parents or provide a clear view of how the childminder can identify the strengths and weaknesses and improve the overall learning and development for children.

## 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 main rooms used for childminding.
- The inspector asked the childminder questions at appropriate times throughout the day.
- The inspector looked at children's records, a selection of policies and procedures and a number of other childminding documents.
- The inspector looked at the self-evaluation document, which was provided during the inspection.

## Inspector

Jeanette Brookfield

## **Full Report**

### **Information about the setting**

The childminder registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner, one adult child and two children aged one and seven years in Accrington, Lancashire. The whole ground floor of the house is used for childminding and there is access to the bathroom on the first floor. The rear garden is currently not used for outdoor play. The family has two dogs which are kept in the rear garden area.

Currently, the childminder provides care on a Tuesday and Thursday from 8am to 5pm and there is one child attending who is within the early years age range. She provides care all year round from 7.30am to 6.30pm, Monday to Friday, except for family holidays.

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

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

- develop the process of assessment to fully identify each child's level of achievement in relation to their age and stage of development, improve communications with parents to ensure that starting points in children's learning are established, and use this information to plan future learning experiences for each child.

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

- improve communications with parents to ensure that starting points in children's learning are established and the information is used effectively to support planning for each child
- improve the provision of resources that help children begin to understand about similarities and differences between themselves and others, and among families, communities and traditions
- develop further self-evaluation to ensure it is more robust, in order to identify what needs to improve and to plan how this will be achieved. Use the views of parents and children in the self-evaluation in order to set challenging targets for improvements that will benefit children.

## Inspection judgements

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

Children happily engage in a suitable range of play experiences which enable them to make satisfactory progress in their learning and development. The childminder looks for ways to explore the children's curiosity, and activities are sometimes linked to things they develop an interest in. For example, she provides toddlers with bowls of spaghetti for sensory play as she knows how much they enjoy this. The childminder has only been minding for a short period of time and is, therefore, continuing to develop her knowledge of how to effectively promote children's learning and development. She has recently started to observe the children's interests and is beginning to link these to some of the areas of learning. However, the childminder has yet to clearly assess children's progress within all areas to fully ensure every child is achieving to their full potential. The childminder is aware of the progress check at two years of age and plans to implement this when appropriate. She is considering different methods to complete this as required.

Children have suitable opportunities to develop their personal, social and emotional development. The childminder takes them to pre-school groups so that they have the opportunity to interact with children of a similar age and stage of development. Children enjoy helping themselves to a suitable range of toys the childminder makes available for them to play with, which develops independence. Children have opportunities to develop their language and literacy skills. For example, the childminder shares books with them, encouraging interaction. They enjoy the 'touchy feely' books where they are introduced to correct words to describe what they feel, for example, 'bumpy' and 'soft'. This increases children's vocabulary and helps to support the children with their first stages in reading as they begin to understand that print carries meaning.

Children learn about space, size and number. They enjoy counting and weighing as they bake cake and biscuits. This supports mathematical development naturally through everyday activities. Children have access to various media indoors, including paints, crayons and sand, which give them opportunities to practise their early writing skills. Children learn about the community in which they live because the childminder takes them for walks in the area and to places of interest. However, there is scope for the childminder to help children understand more about the difference and diversity of the world around them through visual images and the provision of resources.

Children's physical development is progressing well as they climb and explore at soft play groups. They play outdoors regularly at the local park where they can exercise in fresh air and play in the natural environment, stimulating their senses. The childminder also promotes children's physical development indoors. They squeal with delight as she blows bubbles for them to chase and pop. She creates space for younger children to walk around the furniture and encourages them to roll and catch a ball with her across the living room floor. Children enjoy exploring and investigating a suitable range of interactive activity toys and musical instruments. Activities such as these help to build on the skills they require in readiness for school or pre-school.

Parents are involved in the setting as the childminder verbally communicates with them on a daily basis. However, when children are new to the setting, their starting points are not obtained from parents. This means that parents' knowledge about children's experiences of learning at home is not used effectively to support planning for future learning and development.

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

The childminder has built trusting relationships with parents to ensure young children's care is tailored to their individual needs. An appropriate level of information regarding children's care routines is shared between parents and the childminder on admission, both through the introductory visits and settling-in sessions. As a result, children start to form secure attachments with the childminder and are relaxed and confident in a stable, caring and supportive environment. Young children show that they feel safe and secure with the childminder, smiling and communicating happily by pointing and babbling.

The childminder promotes children's good health and safety within the provision. Healthy snacks are provided, for example, children enjoy a variety of fresh fruit and freely access water. Any dietary needs or allergies are taken into account when planning meals. Children are encouraged to adopt healthy lifestyles, and daily walks and visits in the local area satisfactorily promote their physical well-being as they play and explore in the fresh air. The childminder adopts sound practices to prevent the spread of infection, for example, by teaching children the importance of washing their hands before mealtimes.

Young children respond well to the childminder's sensitive reminders to share toys and take turns. She provides good support and has high expectations for the children to help them understand about risks around them. They are reminded about safety as they play and explore. For example, a young child has recently started climbing. The childminder teaches the child to turn onto their tummy and slide off the sofa. The childminder has safety equipment in place to enable children to move freely and with safety. This helps them to develop a sense of responsibility for themselves.

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

The childminder has a satisfactory knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She understands what to do should she have a concern about a child in her care. The childminder is confident in identifying the possible signs and symptoms of abuse. Risk assessments are carried out to ensure children are safe and secure in the childminder's home and when out and about on trips. She has appropriate written policies and procedures relating to all aspects of her childminding and she shares copies of these with parents at registration. There are systems in place to record children's attendance, as well as suitable recording systems for medication administration and accidents. The childminder has completed basic training, including first aid and child protection, and plans to update her knowledge through specific courses, such as food hygiene and language development, to continually improve her practice.

The childminder is keen to develop her skills and confidence in childminding and has a realistic view of the quality of provision she provides. She has very recently started to evaluate her practice but this does not fully identify her strengths and areas for improvement. It does not involve children or parents to help to drive the provision forward and improve the quality of care and learning of the children more effectively. Also, the childminder is less secure in her understanding of the learning and development requirements, particularly the assessment of children's learning priorities, which hinders her ability to fully identify children's next steps in learning and support them effectively.

The childminder has regular contact with parents to support their working relationship. Information about the routines, policies and procedures, and business information is shared with parents on registering. The childminder exchanges information verbally and parents are able to access their child's learning and development assessment file. There are currently no children in the early years age group who attend other settings. However, the childminder is aware of the importance of sharing and exchanging information to ensure combined experiences of children's care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	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 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 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>	EY454292
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	889363
<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>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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, 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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