

Inspection date

Previous inspection date

23/04/2013

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 settle quickly and enjoy their learning. They are happy and relaxed within the warm and welcoming environment that the childminder provides.
- Children make good progress in their development because the childminder provides challenging experiences that stimulate them and meet their individual needs well.
- Children and their families are valued and included. Strong partnerships with parents ensure that children's well-being is successfully maintained and their learning is fully supported.
- The childminder's realistic self-evaluation means that plans for future development are identified efficiently to ensure she continues to provide quality care and learning for all children.

It is not yet outstanding because

- The very good and stimulating resources are not always set out to catch children's interest and encourage them to move and combine things in a variety of ways
- There are few opportunities in the play areas for children to learn that text has meaning, for example by labelling boxes and print and posters at child-height.

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 children at play with the childminder.
- The inspector sampled records and documentation, including policies and children's developmental records.
- The inspector asked the childminder questions to support the observations and documentation.
- The inspector accompanied children on a local walk with the childminder.

Inspector

Linda Shore

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Darwen, Lancashire with her husband and three children aged nine, 14 and one adult child. She uses the whole of the ground floor, upstairs bathroom and the rear garden for childminding. The childminder attends the local children's centre and visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, four are in the early years age group, who attend for a variety of sessions and one is a school-aged child, who attends after school. She is open all year round from 8am to 6pm, Monday to Friday and weekends by negotiation, except family holidays agreed in advance.

What the setting needs to do to improve further

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

- help children to become even more deeply involved in activities by presenting resources in a way that encourages them to move and combine them in a variety of ways
- support children to more easily understand that print carries meaning, for example, by providing labels for resource boxes and text at child-height.

Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage and understands that children learn best through play. She gathers information from parents when their children first start with her about their likes, dislikes and capabilities. The childminder uses this information effectively, along with her own observations to establish the children's starting points. She makes regular observations of the children as they play to see their achievements. The childminder efficiently uses these observations to identify children's next steps in their learning and to plan exciting and stimulating activities that challenge and enhance their learning effectively. Consequently, children make good progress towards the early learning goals. The childminder is aware of the progress check at the age of two years. She has put in place an effective process for when the need arises.

The childminder is effective in encouraging the children to learn by providing activities and experiences that are fun and meet their individual learning needs well. Children are effective, active learners. They find out for themselves, are willing to have a go, they enjoy their time with the childminder and become involved with their play. However, the very good and stimulating resources are not always set out in a way that encourages children to move and combine them to further extend their exploration and stimulate their interest.

The childminder enhances all aspects of communication and language well. She encourages the children to listen, understand and speak. For example, while sorting shapes, she introduces directional language, such as 'turn it over' or 'turn around'. She uses hand gestures to illustrate the movements required, further supporting their understanding. Children learn about colour, shape and numbers during their daily play with counting and sorting activities. The childminder emphasises the letter sounds of some of the shapes. As a result, this activity helps children to consolidate their communication and language, use mathematical skills effectively and begin to understand letter sounds. Children play daily in the outside environment, which has recently been upgraded and decked. They can ride wheeled toys, run about and learn about a variety of weather. Children have many other opportunities to learn about the world they live in through regular walks with the dog and trips into the community, such as to the park and local children's centre.

The childminder helps to develop children's expressive arts and design very well by introducing experiences, such as messy play, to enhance their imagination and learning through sensory experiences. For example, children are curious about the sensations that they feel and the marks they make as they play in shaving foam. Children use their early technology skills skilfully as they switch on equipment to listen to tunes and turn buttons and switches on games and toys. They love books, and the childminder fosters this enjoyment by making books with their favourite characters available. As a result, these activities are helping children to develop their literacy skills well and are providing experiences to aid their school readiness.

Parents are well informed about their children's learning. They discuss their children's achievements daily and have opportunities to look at their learning journey records. These show the progress their children have made. Furthermore, parents comment on their children's good progress and inform the childminder of things they have been doing at home. This helps to provide continuity of learning for the children, as both parties are aware of their achievements and can help them accordingly to increase progress over time.

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

The childminder nurtures the children's well-being very well by finding out as much as she can before they start, which ensures that they settle quickly into her care. She is a positive role model due to her kind and patient approach and is sensitive to their needs. This helps children to form strong bonds and relationships with her and each other. Children are

happy and enjoy their play as the childminder participates in this and makes things fun for them to enjoy. They are well behaved and learn to take turns as they explore toys in a box. She continually acknowledges their achievements, such as when they are kind and share toys.

Children settle easily on the childminder's lap to look at a book together, demonstrating that they feel secure with her. She promotes children's self-help skills as she encourages them to put their own coats and shoes away in the box when they return from their outings. She also emphasises good hygiene practices. Even very young children have their hands washed before eating and the childminder explains why this is important. This helps children to understand the importance of health and self-care, as they develop their independence. These opportunities help to prepare children effectively for their next stage of learning, at pre-school or school.

The childminder organises her home effectively to support children's well-being and learning. She provides a welcoming and stimulating learning environment and a broad range of resources that promote the seven areas of learning efficiently. These resources are stored in the designated playroom and are accessible to the children. However, there are few opportunities in the play areas for children to learn that text has meaning, for example, through print and posters at child-height or by labelling all resource boxes.

Children participate in purposeful activities that support their understanding of their safety. For example, they practise the fire drill and learn to keep themselves safe through everyday routines and when on outings. The childminder and children talk about healthy options for snack time. This supports children's good awareness of healthy choices, such as various fruits and vegetables. Children eat well and the childminder provides healthy food and drinks and a variety of different dishes that include their favourite food, such as eggs and cheese. Children participate in a range of physical activities, such as outdoor play and daily walks, and have opportunities to enjoy the fresh air daily. This supports children's understanding of the importance of regular exercise and a healthy lifestyle.

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

The childminder demonstrates a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has fully researched the revised framework and demonstrates a thorough awareness of the areas of learning. Therefore, she can demonstrate that children make good progress in their learning and development.

The childminder has a secure understanding of her responsibilities with regard to safeguarding children. Detailed guidance and up-to-date legislation are at hand should there be any concerns regarding any child's well-being. A comprehensive written safeguarding policy and procedure is in place, which supports her in her role. This assists her in keeping the children safe. She places high importance on promoting children's safety and conducts both visual and written risk assessments, both of the home and for any outings. This effectively minimises hazards to children and keeps them safe.

The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to access good support for children when necessary. Children who attend only at weekends benefit very well from the combination of fun, self-chosen activities and outings, as well as homework and reading support from the childminder. This complements their learning during the school week.

The childminder constantly reflects on her practice to make changes, and she is effectively identifying her strengths and areas where she could make improvements. Her plans are well targeted and realistic. The childminder monitors her practice well. She watches the children as they play, talks to them and their parents about the activities that they are participating in. She evaluates children's learning through using 'Development Matters in the Early Years Foundation Stage'. As a result, she knows the children she minds are progressing within their expected developmental bands.

Strong relationships have been established between the childminder and parents. They contribute their thoughts and opinions to her self-evaluation through regular verbal and electronic communication, which enables the childminder to quickly address any issues that may arise. The childminder works well with parents, which enables her to meet children's continually changing needs. Parents indicate through their testimonials that they are very happy with the care the childminder provides. They are particularly effusive about the childminder's enthusiastic and totally inclusive practice. For example, all children are currently very excitedly involved in the production of a music video. This will bring them all together, including those who do not usually meet as they attend at different times.

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	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

Unique reference number	EY453891
Local authority	Blackburn
Inspection number	890997
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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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