

<b>Inspection date</b>	14/03/2013
Previous inspection date	19/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 because the childminder gains effective information to meet children's needs and has a good understanding of how they learn.
- The home and resources are very stimulating, well organised and promote all children's learning and development.
- The childminder has a good understanding of how to safeguard children. She implements effective risk assessments and safety measures to ensure children are safe and healthy.
- Relationships with parents make a good contribution to meeting all children's needs.

#### **It is not yet outstanding because**

- There is scope to enhance children's mathematical and literacy skills so that they become more confident and interested in numbers and labels around their environment.
- The childminder is less successful in engaging parents to support their child's learning at home in order to inform the planning of activities.

## 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's activities in the conservatory.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children.
- The inspector looked at children's learning records, a selection of policies and procedures, and children's information details.
- The inspector took into account the views of parents from questionnaires.

## Inspector

Wendy Fitton

## Full Report

### Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged five years in their home in Oswaldtwistle, Lancashire. The childminder cares for minded children in the home of her mother, who is also a registered childminder. The ground floor of the property is used for childminding, and this includes a designated conservatory used as a playroom. There is an enclosed garden available for outside play.

There are currently two children on roll in the early years age group who attend for a variety of sessions. The childminder operates all year round, except for family holidays. Opening hours are Monday to Friday from 7.30am to 5.30pm. The childminder attends a childminding group and visits parks and activity centres on a regular basis.

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

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

- enhance the learning programme for mathematics and literacy by helping children to use some number names and number language spontaneously, and supporting children's understanding of what a word is by using labels and names around the home
- develop parents' engagement in the sharing of information from their child's learning at home.

## Inspection judgements

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

Children are happy and content with the childminder. They have access to a range of interesting and challenging experiences to support their learning and development needs. The childminder has a secure knowledge of the areas of learning and children are well supported. For example, children can freely access space and toys 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 and emotional development. Children learn about technology as they explore the telephone and computer toys. They recognise objects, colours and shapes on the key pad. They understand how they can operate simple machinery by pushing buttons and activating sounds. They enjoy being with other children and socialise in the community at toddler

groups, parks and activity centres. As a result, children become independent and develop their personal and social skills.

Children attempt to fit shapes into spaces and become aware of different sizes when they construct the train track and make jigsaws. As a result, they develop some concepts of space, shape and measure. However, some opportunities are missed to display words and to use numbers around the play area, in order to ignite children's further interests and understanding of numbers and words. Children develop their communication and language skills as they repeat familiar words and phrases. They talk about what they are doing and listen to and follow simple instructions. Children enjoy a positive social occasion at their snack time. They sit and chat with other children. They become independent as they choose which fruits they like to eat and engage in chopping up their bananas.

Teaching is effective and observation and assessment procedures are focused. The quality of teaching and children's progress in learning ensures they have the skills needed for their transition to nursery or school. The childminder effectively plans for individual children in response to the information gathered from parents before children start attending. Each child has a learning record that contains photographs and observations of children during their activities. Parents can access the learning records and chat to the childminder about their child's learning. However, the childminder is less successful in engaging parents to support their child's learning at home in order to inform the planning of activities. Children are involved in activities and are fully motivated and secure in their routines. They are progressing at their expected level of development given their age and stage of development. Relationships with parents are effective and make a good contribution to meeting all children's needs. Parents are fully aware of how the childminder organises her home, toys and equipment and how she is supporting their children to progress.

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

The childminder is skilled and sensitive in her support of children to enable them to form strong, secure emotional attachments, providing a base to promote their personal, social and emotional development. For example, children begin to express their own personal needs when needing the bathroom or wanting a drink. They respond to lots of positive interaction from the childminder as she praises them when they carry out any tasks independently. Children cooperate with personal care routines and understand the importance of hand washing and nose wiping. They are happy and obviously enjoy their time at the childminder's home. They show confidence to get their own drinks, ask questions and make decisions about where they want to play and what toys they need. Children participate in their local community activities and this helps them to gain confidence in situations outside of the childminder's home, which supports them at times of transition.

Children develop a good understanding of health and safety. They feel safe in the home and begin to learn about risks and safety procedures. The premises are well organised and ensure that the children can play, rest and eat in comfort and safety. The childminder talks to the children about safe practices and reminds them about road safety, holding

hands when walking outside and wearing safety harnesses and wrist straps. As a result, children learn about risks and to keep safe. On outings, the childminder ensures that children are closely supervised and understand how to behave sensibly and safely. She has detailed safety policies and procedures in place. All required safety equipment is in place and the storage of toys and resources is safe. They are accessible to the children within the playroom and enable them to make their own choices. Children are provided with healthy snacks and meals to meet individual dietary requirements. They learn about healthy foods and lifestyles through discussion with the childminder and through being involved in preparing their own foods. The environment is homely with suitable furniture and equipment to meet all learning and development needs.

Children become well prepared for their next stage of learning because the childminder observes them during their play to ensure that their physical, personal, social and emotional development is promoted. The childminder is a good role model and helps children to understand what acceptable behaviour is. Children are encouraged to play together, share and take turns. The childminder encourages children to think about their behaviour and say sorry to others. As a result, children learn to respect others and build up positive relationships in order to manage their own feelings and behaviour.

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

The childminder has a good understanding of the areas of learning. The planning, observations and assessments are accurate and show all children's skills, abilities and progress towards the early learning goals. The childminder assesses children from their starting points and identifies children's future learning needs. All children are at their expected level of development, and in some areas are in the next age band. The childminder demonstrates a clear understanding of her responsibilities to meet all the requirements of the Early Years Foundation Stage. Organisational policies and procedures are implemented effectively and maintain children's safety and well-being.

The arrangements for safeguarding children are well embedded and the childminder is sensitive to any events or changes that may affect children's safety. Risks are managed and she has a secure understanding of the safeguarding and welfare requirements. The childminder admitted that she had left children unsupervised in the car on a number of occasions while picking up her own son from school. Ofsted issued an action to ensure that children are adequately supervised to ensure their safety. Children must usually be within sight and hearing of the provider and always within sight or hearing, and therefore should not be left unsupervised in a vehicle at any time. The childminder has fully responded to this previous action and makes sure that children are adequately supervised at all times to ensure their safety. Children are within sight and hearing of her and not left unsupervised at any time. As a result, children's safety and well-being are fostered effectively. Partnerships with parents are well established, making a strong contribution to meeting needs. The childminder talks to children's parents and they comment positively about the care their children receive. Parents have access to the childminder's policies and procedures and know what to do in the event of a complaint.

The childminder has completed required training in safeguarding and first aid. She regularly assesses her practice and recognises her own strengths and areas for improvement. The childminder enjoys her work with children and is sensitive and caring to children's needs. She has addressed the recommendation from her previous inspection and, as a result, children's learning about different customs and lifestyles is maximised. The childminder is currently preparing children for their transition to nursery school and is focusing their learning on mathematics and literacy. She has built up partnerships with other childminders and is looking at becoming accredited with her local network. The childminder works with her own mother at the same premises. Children at present only attend the childminder's home and do not attend other settings. The childminder is fully aware of her role in working together with parents and other agencies, and ensuring that all children's needs are fully met and that they are not disadvantaged.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	EY418640
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	905509
<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>	19/10/2012
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

