

Inspection date	15/04/2013
Previous inspection date	31/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The childminder supports children in making good progress as she effectively manages their behaviour. As a result, children learn to share and to take turns enabling them take a full and active part in their own learning.
- The childminder's warm, caring and sensitive interaction with the children ensures they feel secure and very settled and promotes their emotional well-being.
- The childminder effectively supports children's language and communication skills as she engages in discussion with them at all times. They chatter to each other as they develop their language structures and build their vocabulary.
- Children are cared for in a safe and secure home. The childminder actively engages with them and follows their interest. Consequently, children are happy and eager to explore the home as they develop a good approach to their own learning.

It is not yet outstanding because

- The range of materials to support children's skill in using technology is less well planned for in order to further extend their learning.
- There is scope to provide more opportunities for children to freely explore and enjoy books in order to strengthen their interest in reading.

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 lounge and dining/kitchen, and viewed resources and equipment available for the children to support the activities provided.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the records kept and viewed a selection of policies, procedures and children's records.

Inspector

Janet Singleton

Full Report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in a house in the Lammack area of Blackburn, Lancashire. The childminder uses the ground floor of her home and enclosed garden for childminding. She attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from local schools and pre-schools.

There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder is open all year round from 8am to 6pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- review and further enhance the learning environment to support young children's enjoyment of books and extend their learning opportunities, such as by providing an area where children can freely explore and enjoy books together

- extend the range of resources that allow children to further explore technology and improve their skills in turning on and operating basic information, communication technology equipment to support their learning.

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 children in her care and she understands how they learn. Secure planning for a broad range of activities and challenges across all areas of learning means children are supported effectively in making good progress towards the early learning goals. The childminder gains information on entry regarding what children can do. This she uses along with her observation and assessments to plan for children's individual needs. Children's records show they are making good progress considering their starting points. The completion of the progress check at age two ensures younger children's development is tracked and early intervention sought if necessary. Through her skilful interaction the childminder encourages children to think about what they are doing. For example, children explore a box of creatures, such as dinosaurs, carefully studying each creature and deciding what it might be. This helps children to

observe differences and make judgments on what they see. Although, children use some resources for promoting their skills in technology this area is less well supported. Therefore, children are less able to explore and experiment with switching things on and off and using basic information, communication and technology to develop their interest and extend their learning further.

The childminder supports children's acquisition of language as she constantly talks to them about their play. She repeats phrases for very young children so they hear both the vocabulary and patterns of speech. This allows children to practise their developing speech pattern and build their vocabulary. She skilfully introduces colours and numbers as children play, resulting in them confidently expressing their understanding. For example, children name the red square, blue triangle and yellow circle as they play. They count from one to ten as they count the creatures and learn there is a sequence to number order. They are active learners who show a keen interest in what they are doing as they are engaged and involved in their play. Children learn and do so whilst having fun, with lots of giggles and laughter taking place.

The childminder fosters children's learning across all areas extremely well. Through attendance at toddler groups children learn to mix and socialise with their friends. Her good management of their behaviour helps children to learn to negotiate and cooperate enabling them to play harmoniously together. This helps to prepare children for their eventual progress onto school. Outdoor play, walks to the park and trips to the large play areas allows children to develop their coordination and develop their large movements. During art and craft activities such as free painting, gluing and sticking, children use their imagination and develop their creative skills. Additionally, their small movements are being coordinated in order for them to develop their early writing skills ready for the next stage in their learning.

Children enjoy stories sitting with the childminder and looking at the books in her presence. However, there is scope to provide a more enabling book area for children to freely explore and access the books as they wish to further enhance their literacy skills and interest. A well-organised balance of adult and child-led activities means children learn to explore, to think and learn to play together. Through social occasions such as lunchtime children develop their personal, social and emotional skills. They enjoy the social aspect of their time at the setting becoming independent and confident individuals. The childminder works closely with parents on their children's educational needs and shares the record of their child's learning journey with them. A written summary of their child's development is provided for them and they contribute to their child learning journey record. She effectively uses information gained from parents to support children's overall learning and development, both within her provision and at home so children make the best possible progress.

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

Children form a secure attachment to this kind, caring and warm childminder. Consequently, children feel safe and secure as they form strong emotional attachments to

her. The childminder follows children's individual routines to maintain an individual approach to their care, as agreed with parents. As a result, children show a strong sense of belonging and settle well. They move freely in the home and are confident in self-selecting resources for their play as they confidently initiate their own play and make decisions about what they want to do. The childminder effectively manages children behaviour helping them to learn about, and begin to understand behavioural expectations. For example, she reminds them to listen and to respond positively to instructions in order to keep them safe. The childminder uses praise and encouragement as she builds children's self-esteem and confidence, and as a result, they feel valued and supported in her home.

Children enjoy her presence and seek comfort from her when they are tired, or want a cuddle. They feel safe as the childminder supervises them closely at all times and helps them to manage daily risks. For example, she helps the younger child manoeuvre the chair to the table and talks about being careful as she supports the child to succeed. The childminder effectively supports children to manage the stairs as they access the bathroom. She asks them to tidy up as she explains the consequences of toys left on the floor, for example, trips and falls. Therefore, children learn about risk and their own part in managing their own safety as they play. The childminder effectively supports young children's development of their self-help and personal skills as she establishes a routine with them. She supports children's growing independence as she encourages them to try, according to their age and stage of development.

The childminder provides a healthy diet for children as they enjoy fresh fruit, yoghurt and rice cakes for snack. Children delight in sitting together as they eat their snack and access their drinks at all times managing their own needs. The childminder implements effective health and hygiene routines. As a result, children readily wipe their hands as they begin to understand about germs and cleanliness. The childminder changes babies nappies as and when required to keep them clean and comfortable. By sitting at the table, children take part in good quality discussions about the healthy food and delight in the social experience. Children take part in outdoor activities to promote their physical development. As a result, children begin to understand the importance of healthy lifestyles. They delight in playing outdoors climbing, running and enjoying the fresh air as they develop their physical skills. Children are developing those skills necessary to aid a smooth transition for when they move onto other provisions, for example, pre-school and school.

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

The childminder has a professional approach to her minding and is committed to her own personal development. The childminder has completed further training and has gained a level 4 qualification in early years and education. She works closely with other childminders and is a keen member of the local childminding network. The childminder takes part in network group discussion to look at practice issues to improve the care and education of the child she minds. The childminder has a very positive approach to improving her service. Evaluation of her setting is clear and she has made some good

changes, for example, to the individual planning of children's activities based on her good quality observations. As a result, children make good progress towards the early learning goals. All issues from the last inspection have been attended to, and improve the safety, care and education of children.

The childminder has a good understanding of the safeguarding and welfare requirements and children's safety is given a very high priority. She has written risk assessments in place to maintain a safe and secure home with all documents reviewed annually. The childminder ensures children are kept safe and is vigilant in supervising them both in the home and when attending local toddler groups. Behaviour is managed appropriately and children are developing an ability to maintain their own safety. During the inspection, the childminder was interacting positively with children and promoting their thinking by asking open-ended questions. She spends time with them, sitting with them and talking to them about keeping safe and extending their learning across all areas. Hygiene is given a high priority as she ensures children who are in nappies are changed according to their needs and nappies disposed of outdoors. The childminder explained how this practice continues when on visits to places of interest. She ensures the child's individual bag, with nappies and wipes, is with her to enable their care needs to be fully met. Although the childminder is able to care for three children in the early years age range, she is currently minds four in this age range. This arrangement has been previously agreed with the regulatory body, Ofsted, to enable her to provide care for the same family and provide a consistency of care for the children she minds. All required policies and procedures are in place, are robust and strongly embedded. Documentation to safeguard children is reviewed annually to ensure they support the safety, care and learning needs of all children. The childminder is very clear of her role in protecting children having recently re-done her safeguarding training. All required polices are in place and she has all the contact details should she have any concerns regarding a child in her care.

Children are active learners within the well-planned home as they delight in making choices from the good quality, wide range of resources. The childminder has developed highly beneficial relationships with parents and shares information about the child's day with them. They share what they know about their children before they attend, completing all required consents and documentation to ensure they are well-informed about the service. They contribute to their child's learning records and through discussion the care their child receives. Therefore, a consistent approach to their children's learning and development is maintained. The childminder is aware of the need to link appropriately with other providers to promote continuity in children's learning, however, she has not as yet had to engage with any other providers.

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 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	301616
Local authority	Blackburn
Inspection number	909825
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	31/03/2011
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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