

Inspection date

Previous inspection date

28/06/2013

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

- The childminder understands how children learn. She supports children to make good progress through child-initiated and structured activities. Accessible resources are provided to meet individual children's interests and keep them motivated.
- Children develop secure relationships with the childminder, turning to her for comfort and support when tired, and enjoy interactions with her in their play.
- The childminder safeguards children well both on and off the premises. She carries out good risk assessments ensuring that children are safe, while developing their independence.
- The childminder supports babies' emerging language skills well, as she provides close interaction, responds to what they do and say, and sings familiar songs to them. Consequently, babies are very settled, happy, and they make good progress in their communication and language development.

It is not yet outstanding because

- The process for self-evaluation does not consistently incorporate the views of parents and children in order to ensure these are fully considered as part of ongoing improvements to the provision.
- There is scope to further develop the range of sensory experiences for babies and young children to enable them to enjoy the experience of making marks.

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 held discussions with the childminder at appropriate times throughout the inspection and interacted with babies.
- The inspector observed activities and babies' routines in the playroom.
- The inspector looked at the childminder's self-evaluation form and a selection of policies and procedures.
- The inspector toured all areas of the childminder's house used for childminding purposes.

Inspector

Jeanette Brookfield

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 with her husband and three children aged eight, four and one year in Penwortham near Preston. The whole of the house, apart from the main bedroom is used for childminding. The childminder visits the nearby park on a regular basis and she collects children from the local school. There are currently three children on roll, all of whom are in the early years age group and attend on a part-time basis. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays.

What the setting needs to do to improve further

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

- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for improvement
- encourage babies and younger children's sensory experiences further, so that they can explore and make marks by using different media and materials, such as dough, 'gloop' and bubbles.

Inspection judgements

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

The childminder has a thorough understanding of the Early Years Foundation Stage requirements. The children make good progress because she provides a wide range of activities to support their learning and development. The childminder plans activities for children's individual needs and interests, which include attending groups and going on outings. She sometimes plans alongside other local childminders as they often get together to carry out activities with their minded children. For example, they visit local parks, go on trips to the zoo, visit the library and use the garden for physical play. At the local Sure Start sessions, they enjoy listening to stories, singing songs and taking part in 'stay and play' creative activities. This shows that the childminder puts a lot of effort into her childminding day so that children have plenty of opportunities to become familiar with community facilities and learn to socialise with others. Consequently, children's all-round development is well-supported to aid their enjoyment and progress.

The childminder plans art and craft activities in the home around themes, such as 'Father's

Day', and older children bake and play with sand and water. However, younger children have fewer opportunities to make marks and to experience and feel media, such as paint, dough, 'gloop' and bubbles, to fully enhance their curiosity and sensory experiences. The childminder plans for young children's overall learning and development and she supports this well. For example, she provides a wooden kitchen with a range of equipment so that they reach for things that interest them. They are happy sitting on the rug with the childminder to listen to music and dance to the action songs. She responds to what babies do and say, as she imitates and copies the sounds and noises they make. The childminder makes statements, uses different tones and lively voices, gives lots of eye contact and spontaneously sings familiar songs to them. This provides lots of good opportunities for early conversation to enhance babies' communication and language development, and supports their social interaction very well. Therefore, babies babble, repeat new phrases and smile at her to demonstrate their contentment. These activities help children gain the key skills they need in preparation for the next stages in their learning.

The childminder is well aware that children can progress at different rates as each child is unique. She has a good understanding, through her experience as a childminder, of where children should be within relevant age bands of development. This ensures that she has a good knowledge of how to target support where needed. For example, when babies are learning how to walk, she offers encouragement by holding their hands and walks with them to support their physical development.

The childminder works closely and effectively with parents. They complete an 'All About me' sheet to detail children's likes, dislikes and routines. She uses a good daily diary to record their care, where they have been and what they enjoy. They also share verbal information on a daily basis and the childminder asks parents if they have noticed any new interests or achievements. This means that the childminder and parents regularly share what they know so that she is well-prepared to support them in the next stages of their development.

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

The childminder places a strong emphasis on developing a supporting relationship with parents and children. She encourages them to have pre-visits with their children, to establish appropriate bonds. The childminder follows parents' wishes regarding sleep and feeding routines so babies are very settled and comfortable with her. She plans activities on a weekly basis, which include attending groups and going on outings. These established relationships help children to feel a sense of familiarity and belonging. As a result, children feel valued and develop a strong sense of self, that promotes their personal, social and emotional development.

Children indicate that they feel safe and secure. For example, they explore the environment freely, sleep soundly after their snack and turn to the childminder for reassurance. The range of resources available provides them with challenges that help to move their learning forward. Children become increasingly independent as they try things for themselves while the childminder is on hand to offer support. For example, as babies indicate they are ready to feed themselves, she encourages them with praise and support

to help them succeed.

The childminder practises fire drills regularly so that children learn how to evacuate the premises in an emergency. She also uses buggies and reins for safety when they are out and about. The childminder supports children's developing understanding about living a good healthy lifestyle. She ensures that children get plenty of fresh air and exercise to support their good health. The childminder provides a healthy range of snacks and meals while following their individual dietary requirements. During the day, she encourages children to drink water to quench their thirst and keep their bodies hydrated. The childminder has good nappy changing routines for younger children. She ensures their dignity is preserved because they are quickly and effectively changed as needed. As a result, children have a good understanding of personal hygiene and how to look after themselves effectively.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. There is a broad programme of activities, which enables the children to make good progress. Clear assessments mean that the childminder knows where each child is and where they need further support. As a result, she can highlight any possible gaps in children's learning and plan appropriate interventions to support each child.

The childminder has a good understanding of safeguarding procedures. She has clear policies which she shares with parents. The childminder talks confidently about what she would do if she had a concern about a child in her care and has an up-to-date list of people to contact if she needs advice. Her documentation is all very well-organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. She ensures her home is secure through keeping doors locked and by using safety gates to the kitchen and stairs. Risk assessments are completed for her home and outings. Insurances are in place, and a clear fire procedure and regular fire drills ensure safety measures minimise any possible hazards to children.

The childminder discusses the importance of self-evaluation of her provision and demonstrates a commitment to improving her service. She uses information gained from training to inform her practice and improve learning opportunities for children. In addition, she discusses and evaluates her practice with fellow childminders. However, the views of parents and children are inconsistently incorporated to further assist in identifying priorities for improvement to have maximum impact on children's learning and development.

The childminder works in partnership with parents in order to support children's continuity of care and learning. Parents receive regular information on their children's experiences and achievements through a daily diary. They share their knowledge and have regular

two-way discussions with the childminder at various times, including the start and end of the day. She monitors the activities which she offers to ensure that they cover all areas of learning and reflect the interests of all the children in her care. Overall, the childminder provides a good range of activities and experiences that help children to progress towards the early learning goals.

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	EY442120
Local authority	Lancashire
Inspection number	880326
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

