

### Inspection date

02/07/2013

Previous inspection date

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 are happy and secure with the childminder because she has a caring and friendly approach. As a result, children form secure attachments and their well-being is appropriately promoted.
- A variety of play experiences are provided so that children enjoy themselves and their natural curiosity is supported.
- Children respond positively to the childminder, they are well-behaved and understand the behavioural expectations set by the childminder. Consequently, children form positive relationships with the childminder and their peers.

#### It is not yet good because

- The childminder does not consistently use the information gained from her observations and assessments on children, to inform future planning. As a result, activities do not always match children's individual needs.
- Resources that are more open-ended to promote children's imagination are not consistently made available to support the needs and interests of children.
- Evaluation is not yet robust enough to show how it will improve and sustain the continuous improvement of the setting.

## 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 room, including viewing the 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.
- The inspector and childminder took part in a joint observation of practice within the outdoor area.

## Inspector

Janet Singleton

## Full Report

### Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three school-aged children aged in a house in Blackburn, Lancashire. She uses the ground floor of the home and enclosed garden for her childminding. She visits the toddler groups, local shops and the park on a regular basis. She collects children from local schools and pre-schools.

There are currently four children on roll, of these, one child is in the early years age range. The childminder is operating term-time only, from 8am to 5pm, Monday to Friday, except for family holidays. The family has a pet cat and guinea pig. The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- use the information gained from the observation and assessment of children's learning to consistently inform planning and shape future learning experiences for each child.

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

- enhance opportunities for children to use their imagination, by making open-ended resources, such as dressing-up materials, more accessible to children to provide them with opportunities to make up their own games
- strengthen and improve the arrangement for the evaluation of the setting by using information gained from parents to set clear and accurate targets for improvement, in order to improve outcomes for all children.

## Inspection judgements

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

The childminder has a generally sound understanding of the Statutory framework for the Early Years Foundation Stage in order to plan a broad range of activities and challenges for all children. These suitably capture children's interests and help them make steady

progress within the development milestones for their age. The childminder has developed positive relationships with the children in her care and she understands how they learn. She obtains information on entry to the setting, regarding what children can already do. This ensures the childminder can clearly identify children's starting points in relation to their learning. The childminder uses this information, alongside her observations and assessments to identify children's next steps. However, the childminder is less secure in using this information to match activities to children's individual needs in order to support children to make better progress towards the next steps in their learning. Children's learning journey records are completed and include annotated photographs with written observations linked to the areas of learning. The childminder completes the required progress check at age two.

Children enjoy their time with the childminder. They become engaged in picking strawberries as they learn to recognise the ones that are ripe and can be eaten. They learn about fractions as they cut the strawberries in half and share them out equally. This helps children to use their understanding of mathematics to solve problems and develops their social skills. Children learn about safety as they decide where to place the windmills in the garden and ensure they are away from the baby. They chat to the childminder and include her in their play as they decide what to do as they talk about their chosen activity. The childminder talks about what they are doing, intervenes sensitively and suggests how tasks may be achieved. Therefore, children learn to problem solve and their communication and language skills are appropriately promoted. The childminder introduces the concept of left and right and the children excitedly explain how they know this, as they demonstrate this with the positioning of their arms. The children delight in drawing pictures using the information and communication technology as they develop their skills for the future. Children talk about how they enjoy stories and about how books can be used for finding information. This supports children to learn how to use books, as well as developing their literacy skills as they prepare for the next stage in their learning.

The childminder shares information regarding children's needs with parents through daily discussions. As a result, a consistent approach to children's learning is in place to support children's overall development. The childminder works hard to engage all parents in supporting their child's learning. Consequently, children make satisfactory progress in their learning and development.

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

The childminder's home is warm and welcoming, as a result, children are safe and secure and display a strong sense of belonging. The childminder forms strong emotional attachments with children; this promotes their emotional well-being. She is aware of children's individual needs which enables her to support them, by giving them time to talk about how they feel and address any concerns they may have. Children are well-behaved and have contributed to the setting of the house rules. This means children take some responsibility as they remind each other of the need to listen, share and respect each other and the resources. They follow instructions and are kind and considerate to each other in order to keep themselves safe.

The childminder supports children's personal, social and emotional development by encouraging them to be independent. For example, children help to prepare the snack of toast and set the table. She frequently includes a 'because' explanation as she explains about germs, reminding children about washing hands before food and after using the bathroom. This builds children's self-esteem and confidence and helps children to manage risks. Consequently, children feel valued and supported in the childminder's home. The learning environment mostly supports children's independence and allows them to make choices about what they want to do. However, there is scope to develop further, more open-ended resources to allow children to create their own games after a day in school. For example, some resources, such as dressing-up and role play, are not readily accessible to children.

The childminder provides a suitable diet for the children, as agreed with parents, providing them with a healthy snack after their day at school. Children enjoy toast and hand-picked strawberries and readily access drinks. Children take part in outdoor activities which supports their physical development. Children enjoy use of the school playground prior to returning home and access the childminder's garden where they grow fruit and vegetables. As a result, children's understanding of the importance of healthy lifestyles is satisfactorily supported. Although children attend school, they are appropriately prepared by the childminder for the next stage in their learning and any future transitions.

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

The childminder has an acceptable understanding of the learning and development requirements, which enables her to provide children with a range of activities, to ensure children make suitable progress in their learning. She is developing her knowledge of how she uses observations and assessments on children, to promote their learning further. However, information from observations and assessments is not effectively used to inform planning and shape future learning experiences for each child. Consequently, planning does not consistently reflect children's individual needs. The childminder has a satisfactory understanding of the need to protect children, knowing who to contact and the necessary steps to take to safeguard them. Clear policies and procedures, risk assessments of the premises and of prospective outings ensure children are kept safe in the childminder's care.

The childminder has completed an evaluation of her provision, however, this is not sufficiently robust. This is because she has not used information obtained from parents to set clear targets for improvement. As a result, evaluation does not yet show how it will improve and sustain the continuous improvement of the setting. The childminder updates her knowledge by linking with other childminders and seeking the support of other professionals in early years. This enables the childminder to reflect on her practice. The childminder obtains information from parents through use of questionnaires about the care their child receives. The childminder demonstrates a strong commitment to her own professional development by attending training related to childcare and plans to complete her level 3 in early years education. The childminder creates a welcoming home where all children feel comfortable and relaxed after a day at school. Mostly, suitable organisation of

resources enables children to make some choices about what they play with.

The childminder has developed appropriate relationships with parents and shares information about their child's day with them. They share what they know about their children before they attend, completing all required consents and documentation. This ensures parents are well informed about the service. The childminder is aware of the need to link appropriately with other agencies and 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

<b>Unique reference number</b>	EY454976
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	901570
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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

