

Inspection date	17/07/2013
Previous inspection date	13/08/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 settled with the childminder because she is responsive to their needs and has a friendly approach resulting in them forming secure attachments.
- The childminder is clear of her role in protecting children and is aware of the action to take to ensure they are safeguarded should she have any concerns regarding their welfare.
- Praise and a consistent approach by the childminder results in children being well-behaved and who understand the behavioural expectations set by the childminder.

It is not yet good because

- The linking together of the observation, assessment and planning processes for children's future learning is not sufficiently robust to fully support their progress to best effect.
- The tracking of children's development is not fully effective in monitoring their progress, across all aspects of learning, to always plan experiences successfully matched to their identified needs.
- Self-evaluation is not used effectively to set priorities and targets for improvement and to assess how any plans are successfully implemented.
- Some resources for children are not consistently made available for them to make choices, at all times, to enhance their learning further.

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 the safety of the lounge and conservatory, viewed resources and equipment available and observed activities in the front garden.
- 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 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 15, 13 and three years in a house in Clayton-Le-Moors, in Lancashire. The childminder uses the whole of the ground floor of the home and enclosed front garden for her childminding. She attends the local children's centre.

The childminder visits the local shops and park on a regular basis. She collects children from local schools and pre-schools. The childminder holds a recognised childcare qualification at a level 3.

There are currently eight children on roll, of whom two are in the early years age range and attend for a variety of sessions. There are six school-age children, who attend before and after school. The childminder provides care all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The family has three dogs.

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, matched to their identified next steps, to further their learning
- improve the use of the tracking of children's progress across all seven areas of learning, in order to assess and monitor their progress to further support their learning.

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

- strengthen and improve the evaluation of the childminding practice by using the information gained from evaluation, to show how identified areas for improvement are used to target plans for improvement
- review how resources can be made more accessible and attractive to children to further develop their independence and choice.

Inspection judgements

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

The childminder engages children and provides a range of activities to support and help them to make steady progress towards the early learning goals. She has a suitable understanding of the learning and development requirements and she understands how young children learn through play. The childminder undertakes observations and assessment on children, but these are not rigorous enough to enable her to always plan effectively for their individual needs. This occasionally results in activities not being sufficiently matched to children's identified next steps. The childminder demonstrates generally sound practice as she encourages children to explore and experiment as they play freely and make decisions regarding what they want to do.

Children's communication and language development is fostered through regular conversations and lots of chatter, for example, as children play and through daily routines. They learn to socialise, to share and take turns as the childminder helps them to address their feelings of frustration when more than one child wants the same resources. She talks to them about turn taking and explains they will soon be able to paint or access the water play. This helps children to be patient and to work together as they play, consequently, developing their personal, social and emotional skills. Through listening to stories, reading books and enjoying making marks, such as painting and pencil work, children develop skills in literacy and early writing. They delight in playing on the large equipment and going for walks to build their large muscle groups. Additionally, they use small tools competently, such as spades to fill buckets in the sand, as they develop their hand and eye coordination and small muscle groups.

The childminder introduces colours, numbers and shapes as children play, thus, promoting their mathematical thinking. Through filling and pouring the water, they learn about volume and capacity as they continue to develop skills in mathematics. Children delight in painting their hands and feet as they excitedly describe the feeling as 'tickly', 'squishy' and 'gooey' laughing together and talking excitedly about what they are doing. They transfer their 'handprints' and 'footprints' onto paper as they eagerly show each their own work. Children decide to put their work to dry in the sun and proudly show off their pictures to the childminder and visitor. They are praised and beam with pride as their self-esteem and confidence is promoted. Children find out about technology as they are provided with opportunities to use the laptop and table computers. These activities satisfactorily support their preparation for the next stage in their learning and the move to school when the time comes.

The childminder works appropriately with parents on their child's care and educational needs as she discusses their child with them. Through daily discussion about what the child can do, information is shared and parents are able to comment on their child's development. The childminder works effectively with parents on children's individual needs to provide a consistent approach to their overall learning. She has made sound links with other providers and links with them in regard to activities provided.

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

Children form positive relationships with the childminder as she is warm and caring, which means their emotional well-being is supported. They are happy and enjoy their time with her as they make choices about what they want to do, suitably promoting their independence. Children are confident and their behaviour is good as they listen to the childminder and demonstrate their good manners, such as when asking politely for more paint or more fruit. The childminder builds appropriate relationships with parents, in order to promote a consistent approach to their care and to ensure they feel valued. Consistent daily routines support children's feelings of security as they learn that some things stay the same and begin to understand the passage of time. Children learn to make friends as they attend toddler groups where they learn to mix and socialise.

Children delight in playing outdoors and learn to manage risk as they climb on the slide or run freely on the grass. Additionally, the childminder provides for children's physical development as she takes them for walks and to the park where they learn to explore the environment and keep themselves safe. They demonstrate appropriate behaviour and listen to the childminder as she asks them to come and sit for their snack. She ensures they have free access to their drink and reminds them constantly of the need to drink, in order to keep themselves hydrated at all times in the hot weather. While playing outdoors, the childminder constantly reminds children of the sun. She reapplies sun cream and encourages children to sit in the shade, as she explains about the dangers of getting too hot or burned. Children talk about being clean as they use wipes to wash paint off their hands before snack. They enjoy home-cooked food, such as, cottage pie, pasta and lots of fresh fruit, as they begin to understand the importance of healthy diets and lifestyles.

The childminder's attention to the development of the prime areas of learning and helping children to become independent; children learn to keep themselves safe and are suitably prepared for their next stages in their learning and transition onto school. Although, children play in a welcoming and safe home, resources to support and extend their learning are not always readily accessible to enable them to decide how they wish to use them and further enhance their own play. For example, children do not have enough access to the variety of stored resources, so they can explore and build on their own play.

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

The childminder has an acceptable understanding of the welfare, learning and development requirements of the Statutory framework for the Early Years Foundation Stage, which enables her to plan a range of interesting and enjoyable activities for children. As a result, children are making suitable progress towards the early learning goals considering their starting points. The childminder has suitably addressed areas identified for improvement from the last inspection and an additional visit from an Ofsted inspector. As a result, she has made progress in her childminding practice and this has allowed her to assess what she needs to do to improve. The childminder has, for example, developed the observation and assessment procedure and she understands where children are in their learning and development. Although, the childminder understands where

children are in their learning and has some written observations on children's progress, she does not effectively use this information to effectively plan for their future learning. This means that activities are not successfully and consistently matched to children's identified next steps for learning. Additionally, the monitoring of the educational programmes to track children's progress is inconsistent. Consequently, it is unclear how areas of learning are given equal priority matched to children's identified needs.

The childminder has all required policies and procedures in place to support her practice and enable her to appropriately meet the education, care and safety needs of the children she minds. She is confident of the requirement to record and report any child protection issues and has a comprehensive safeguarding policy in place to further protect children. For example, the childminder explained how she would record and report any concerns immediately to the appropriate authorities. Risks, in the home and for outings, are assessed and managed and therefore, children's safety is effectively promoted.

The evaluation of the childminder's practice has resulted in her identifying areas for improvement. For example, she is seeking to further improve the observation and assessment of children and her arrangements for planning. However, information gained from evaluation of the childminder's practice is not used to target clear plans for improvement to ensure continuous improvement of her practice. Partnership working with parents is encouraged through the sharing of relevant information and daily discussions with them regarding their child's day. The welcoming displaying of information relating to the childminding practice keeps parents informed of her day-to-day practice. The childminder is fully aware of the need to make links with other providers and has formed a secure relationship with the school to provide a consistent approach to children's care and learning needs.

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	EY333524
Local authority	Lancashire
Inspection number	924336
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	13/08/2012
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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