

Inspection date

Previous inspection date

16/09/2013

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

- Good relationships with parents help children to make progress, because the childminder ensures there is a joint approach to children's learning and to promote the importance of home learning.
- The childminder effectively promotes children's communication skills and supports their listening, speaking and language development through play.
- Children enjoy a wide range of activities planned to support them in their development across all areas of learning.
- Close and caring relationships between the childminder and children results in them being secure and confident in her home. The childminder recognises the uniqueness of each child in her care and supports their emotional well-being.

It is not yet outstanding because

- Opportunities for children to explore more natural and sensory materials and experiences are not maximised.
- Occasionally, the resources that reflect the wider world and diversity are not as readily available to children for them to show an interest in the lives of others.

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, viewed the resources and viewed equipment available for 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 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 one child in a house in Accrington and uses the ground floor of the home and enclosed garden for her 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, two are in the early years age group and attend for a variety of sessions. There are four school-age children, who attend before and after school. The childminder is open all year round from 7am 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:

- develop further opportunities to enhance the good practice for supporting the programme for expressive arts and design; for example, by providing more natural materials for children to use as they wish and to explore a greater range of heuristic materials
- extend opportunities for children to choose resources that reflect diversity to enable children to show an interest in the lives of others and further develop their knowledge of people and communities and the world around them.

Inspection judgements

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

The childminder uses her good knowledge of the Early Years Foundation Stage to provide a broad range of interesting and challenging activities across all seven areas of learning. Through her initial discussions with parents and the completion of the early years tracker, she is able to identify the starting point for each child in her care. She has a good understanding of how young children learn and uses this information to plan for children's good progress across all seven areas of learning. This means children are engaged and motivated as they play, delighting in the topics and activities provided and showing the characteristics of effective learning. As a result, children are making good progress

towards the early learning goals considering their starting point, age and capabilities. The childminder's comprehensive observations and assessment of children's learning and development, enables her to clearly identify their next step to ensure planning is individual to the child and progresses children further. The childminder is fully aware of the need to complete the progress check for children at age two. She ensures any identified developmental gaps can be addressed and attended to and children suitably stimulated and challenged.

A focused approach by the childminder to the supporting of children's communication and language means children are developing skills in using language to express themselves. This, the childminder does by constantly chatting to children as they play. She introduces new words and reiterates what is taking place. Children respond positively smiling and chatting as they practice their own developing speaking and listening skills. Additionally, this good approach helps children to build their vocabulary and learn the structures of language. The childminder works closely with parents on their children's language development to ensure a consistent approach is taken to develop their skills. The childminder plans for children to explore their physical capabilities as they delight in opportunities to climb, run, jump and consequently develop their coordination. Through making marks on paper or painting activities, children are able to develop those necessary skills for early writing. The childminder takes children to the local toddler groups and this enables them to mix and socialise as they learn to share and make friends with their peers. Children enjoy using their imagination as they act out the roles of the adult in the role play, for example, when making tea. They delight in dressing up as they feed their dolls, put them in their pram and make sense of the world as they imitate the action of those adults around them. However, opportunities for children to explore more sensory and natural type materials is less well planned for to enable children to explore their senses further.

The childminder helps children to understand concepts, such as mathematics by introducing counting and construction, for example, counting objects and building and creative activities as children play. This helps children to count and to find out about space, shape and measure as they decide how and what they need to do to create their work. The planning, by the childminder, of a very inviting book corner encourages children to have an interest in reading and the written word, ready for their next steps in their learning. Children learn about the cultures and festivals of others that help them to understanding the differences and similarities of people. That said, resources to further to support their learning of people and communities are not as freely available to children to enable them to show a spontaneous interest in other people lives, cultures and communities.

The childminder works very closely with parents and has comprehensive strategies for involving them in their child's learning. She invites them into her home to discuss their child's learning journey record, their assessments and to plan for their future learning. She asks that parent's contribute to their children's learning to support and share information to promote learning both with her and at their home. As a result of the activities planned and delivered by this good childminder, children are developing those skills necessary for their future learning.

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

The childminder is kind and caring and this results in children forming secure attachments and promoting their well-being when with her. By obtaining all personal information from parents and following children's own routines, young children develop a strong sense of security and are happy and settled with her. The displaying of their work combined with her good use of praise results in children feeling valued and their esteem and self-confidence fully promoted. The childminder has a highly consistent approach to the managing of children's behaviour. She has the behavioural rules displayed, both in pictures and words, to help children see and understand what is expected. Her calm and consistent approach furthers their understanding resulting in their good behaviour being demonstrated. Children move freely in the home and are confident in self-selecting available resources for their play as they explore and initiate their own play within the play room.

The childminder is very good at helping children in developing their self-help skills and independence. She encourages children to be independent in the bathroom and with their dressing skills, for example, putting on sock, shoes and their own clothing. This helps children to develop those skills necessary for them to manage their own personal needs successfully. The childminder acts as a good role model for developing children's understanding of being healthy. She talks about what is taking place, for example, when changing nappies and wiping hands. A poster showing how to wash hands is displayed and the childminder talks about good hygiene practice, to further enhance children's understanding. Children's good health is further promoted by the healthy food provided, the discussion regarding good foods and the childminder's good approach to engaging children in the process. The mostly well-planned environment and wide range of mostly accessible resources means children are engaged and interested as they become happy and eager learners in a positive welcoming home.

The childminder takes children out for walks and to the park to help them develop their physical prowess. Children engage in physical activities at the toddler group as they delight in using large equipment, climbing and running freely. Additionally, these activities help children to learn about and manage risk. As a result of this good practice children learn to play together and cooperate as well as developing their independence. Consequently, 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 good understanding of her responsibility to meet the welfare and safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage. In discussion, she explained the action she would take to protect children demonstrating her secure knowledge and understanding of child protection. Additionally,

comprehensive supporting documentation to safeguard children are in place, for example, child protection policies and risk assessments. Therefore, children are able to play safely and securely in her home and when on outings. The childminder is aware of the need to monitor the effectiveness of the challenging and broad range of activities provided for all children. This she does by linking with local authority development workers to assess her own progress. The strong self-evaluation, with input from parents and children, helps her to assess their feelings regarding her service and to ensure she meets their needs and has a strong approach to the continued development of her service to promote better outcomes for all children. This also means children continue to make good progress across all areas of learning.

The childminder has developed beneficial relationships with parents and through the effective communication channels, she 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 she is well informed of their child needs. Additionally, sharing information with them about the Early Years Foundation Stage means they are kept well-informed about her service. Good displays of information and the comprehensive parent pack means parents are kept up to date with the childminder's practice. The childminder is aware of the need to link appropriately with other providers. She has effective system in place to work with other settings and external agencies to support children's learning and development and address the need for early intervention should this be necessary.

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	EY457988
Local authority	Lancashire
Inspection number	910252
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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