

## Inspection date

Previous inspection date

09/10/2013

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 has developed very good relationships with parents. She places a high value on the contribution parents make to the assessment of their children and consequently, children's needs are very well met.
- The childminder skilfully uses her observation and assessment to plan challenging and exciting activities to promote children's learning. Additionally, individual tracking of their progress means that they are supported to reach their full potential.
- Children are cared for in a safe and secure home. The childminder actively engages with children in discussing safe practices, which helps them gain an understanding of risk management.
- Children's self-help and communication skills are very well promoted, resulting in children showing good levels of self-control and confidence in their play.

### It is not yet outstanding because

- The childminder is not maximising the use of the outdoor area to reflect the varied indoor activities or to make a link between the indoor and outdoor learning environment.
- Although, the childminder is asking good quality questions to extend children's thinking, they are not always given sufficient time to process the information, in order to make sense of it.

## 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 equipment available for the children to support the activities provided.
- The inspector spoke with the childminder and a number of parents 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 joint observation.

## Inspector

Janet Singleton

## Full Report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and a one year old child in a house in Lancaster, Lancashire and uses the ground floor of the home and enclosed garden for her childminding. She attends the local childminder groups and a number of children's centres within Lancaster. The childminder visits the local shops and the park on a regular basis. She holds Qualified Teacher Status.

There are currently four children on roll, all of whom are in the early years age range and attend for a variety of sessions. The childminder provides care all year round from 7.30am to 5pm, Monday to Friday, except for family holidays. The family has two pet cats.

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

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

- enhance opportunities for children to make better choices about how they want to use their time by reviewing how the rich and varied indoor environment can further be reflected within the outdoor play space
- review and reflect on how when interacting with children to allow more time for them to take in information and respond, for example, by leaving a pause between questions and comments.

## Inspection judgements

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

The childminder uses her good knowledge and previous experience as a teacher of primary aged children to provide a broad range of interesting and challenging activities across all seven areas of learning. Starting points are identified by the childminder working closely with parents and completing a baseline assessment of what the child can do, in order to plan for their future learning. The childminder has a good understanding of how young children learn and uses their interests and characters to engage and motivate them to explore as they become active learners. Her extremely strong processes for the observation, assessment and planning for children's individual needs means that their next steps are planned for. Additionally, she is fully aware of where children are in their development at all times. This is a significant strength of the childminding practice. As a result, children are making good progress towards the early learning goals considering

their starting point. The childminder is fully aware of the need to complete the progress check at age two and to provide parents with a written summary of their progress against the prime areas of learning. Consequently, any identified gaps in their development can be addressed, with early intervention being sought if needed.

The childminder effectively promotes children's communication and language skills in many different ways. She helps them by introducing signing, talking to children at all times and introducing music to support their listening skills. The childminder encourages and supports children as she talks to them about their play, using paraphrasing and repetition in order to build their vocabulary. Children learn to 'blow' the recorder, press keys on the piano and delight in the social experience of playing the piano as they sit together. Additionally, the piano playing helps children develop coordination and those fine movements necessary for their emerging early writing skills. The childminder sits with and helps build children's esteem as she acknowledges what they are doing, ensuring they feel valued for their contributions. She introduces counting as children play, for example, counting from one to five to develop their early understanding of mathematics and numbers. The childminder matches colours, naming the green tea cup and green saucer as children begin to develop a concept of colours. Children learn to switch things on and off as they push buttons using programmable toys and the electronic piano. The childminder promotes children's understanding of books and stories through engaging in story time and building a love of the written word with them. The good provision of role play and small world equipment, for example, prams, dolls and dressing-up, enables children to act out the role of the adult and learn to make sense of the world around them. Additionally, children develop physical skills as they push the prams and negotiate a pathway in the home. However, when skilfully questioning children to extend their thinking, on occasions, they are not given sufficient time, in between comments, for them to process and build on what is being said, in order to take in the information and respond accordingly.

The childminder shares comprehensive information with parents in an exceptional manner. Through the daily dairies, which are emailed to parents for their comments, they are kept fully informed of what their child is doing. She works closely with parents on their children's educational needs. Parents contribute to their child's developmental records, and together with the childminder discuss the progress their child is making. A very strong approach is taken to ensure all children have a consistent learning experience. Additionally, parents are invited into the childminder's home to discuss their child. This is a highly effective area of practice with this childminder. In conversation with parents, their comments include the good progress their child is making and the confidence they have in the childminder to meet their child's needs.

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

The childminder has strong and supportive relationships with children, working closely with them on their level as she sits and supports them in their play. As a result, children have a real fondness and lovely relationship with her that helps them form secure attachments and promotes their developing independence. The childminder seeks personal information on children from parents, to ensure she is fully informed of their

routines, likes and dislikes. This means that a highly consistent approach to children's care needs is undertaken and they are secure and very settled. Young children demonstrate their strong feelings of security, as they seek reassurance from the childminder in the presence of the visitor. They seek reassuring glances and continue about their play once they feel settled and supported by the childminder. This is a strong aspect of the childminder's practice.

The childminder has a very consistent approach to managing children's behaviour considering their young ages. Children are frequently praised and they respond by smiling and giggling happily, as their feelings of self-worth and their self-esteem is promoted. The childminder involves children in processes, such as nappy changing, explaining what is to happen. Children make sense of this, as they mimic and act out their understanding. For example, children put their soft toy on the changing mat and attempt to put the nappy on it as they learn to make sense of what happens to them. The childminder provides children with healthy homemade food and talks to them about good foods. This combined with opportunities to climb and develop children's physical skills helps them develop a good understanding of healthier lifestyles. She involves children and explains the reason for safety procedures as she builds children's understanding of risk. The stimulating and very welcoming home environment continues to support children's development across all areas of learning. However, the childminder is not maximising the use of the outdoor learning environment to reflect the good learning taking place in the home. The childminder helps children to respect others as she supports them to be tolerant by having available varied resources representing diversity to develop their understanding of the similarities and differences of people. By attendance at toddler groups and mixing with other children, they learn to make social relationships ready for their next stage in their learning and development and transitions onto school.

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

The childminder is fully aware of her responsibilities under the Statutory framework of the Early Years Foundation Stage, resulting in all safeguarding and welfare requirements being met. The childminder uses her experience as a primary teacher to plan rich and interesting experiences across the areas of learning to promote children's learning and development successfully. Because of the young age of the children, the childminder ensures activities focus on the prime areas of learning and consequently, they are prepared for their next stage of their development. The childminder has a very good understanding of the need to protect children. She is confident of the signs of abuse and of the need to record and report any concerns. Effective supporting policies for child protection and keeping children safe are in place. This means children are further safeguarded while with her. Risk assessments are undertaken for the home and when on outings, to further safeguard children and keep them safe. Therefore, children are able to play safely and securely in her home and when on outings.

The childminder is very proactive in the evaluation of her practice and with input from parents and children, helps her to assess their feelings regarding her service. As a result, she is able to meet their needs and has a strong approach to the continued development

of her service to promote better outcomes for all children. This also means that children continue to make good progress across all areas of learning. The childminder links with the local childminding network to seek training and attend events to discuss good practice issues. This enables her to continue to develop her service and demonstrate her commitment to providing good quality childcare.

The childminder has developed beneficial relationships with parents and through the effective communication channels shares information about the child's day with them. They discuss what they know about their children before they attend, completing all required consents and documentation to ensure she is well informed of their child's needs. Good displays of information and the comprehensive parent pack means that 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 an 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	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	EY459023
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	916541
<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>	5
<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

