

Inspection date	10/10/2013
Previous inspection date	26/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- There is a stimulating, well-resourced and welcoming environment, both indoors and outdoors. As a result, children are eager and motivated to learn new things.
- Children have good opportunities to make progress in their learning and development as the childminder supports them well. She ensures children participate in a wide range of experiences within her home and with visits to different places of interest.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.
- Effective partnerships between the childminder and parents means that the childminder has a good understanding of children's individual needs and parents are kept well-informed about their child's ongoing progress and developments.

It is not yet outstanding because

- Younger children are not consistently provided with opportunities to wash their hands before snack time to further enhance their good self-care skills.

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 had a tour of the premises and observed children playing and interacting with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, learning journey records, a range of comprehensive policies and procedures, evidence of the childminders up-to-date and relevant training certificates.
- The inspector took account of the views of parents through completed questionnaires and spoke to a parent during the inspection.

Inspector

Jeanette Brookfield

Full Report

Information about the setting

The childminder was registered in 2002 and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and children aged 12 and nine years, in a house in Aughton, Lancashire. The whole of the ground floor is used for childminding and toilet facilities are located on the first floor. There is a rear garden for outdoor play.

The childminder attends a toddler group and the children's centre for creative activities. She visits the local farm, parks and library on a regular basis. There are currently six children on roll who are in the early years group, and attend for a variety of sessions. The childminder is open for 45 weeks of the year from 7am to 6pm, Monday to Friday, except bank holidays.

What the setting needs to do to improve further

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

- provide more consistent opportunities for younger children to wash their hands before snack time to further promote the development of their independence and self-care skills.

Inspection judgements

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

The childminder supports children's learning and development well. Children make good progress in their learning and meet expected levels of development. As a result, they are developing good skills for their future learning. The childminder uses a variety of methods to assess children's progress, including the progress check at age two. She makes regular observations of children during play and links these to the areas of learning. She also takes photographs and keeps samples of children's creative work. The childminder then uses these to track children's progress in all areas of learning and shares this information with parents. Parents are actively involved in their children's assessments. They take home their children's files regularly and share information about children's learning at home. The childminder knows the children very well-based on information gathered from parents when children first start and her careful observations of them. She uses this information to plan and provide activities, which promote their good progress. The childminder keeps parents well-informed about their children's activities and progress through daily diaries and regular discussions. Children enjoy regular visits to toddler groups and the library, and

join up with other childminders for play-days and outings. This enables children to develop their social skills as they regularly interact with others.

Children are motivated and keen to learn due to the good interaction they receive from the childminder. She supports their communication and language skills well. For example, she talks with babies constantly, helping them to link actions to words. She encourages babies' sounds and babbling by copying their sounds in a turn-taking conversation to help babies understand the formation of speech. She also demonstrates and imitates the use of toys, which babies and young children then copy. For example, the childminder imitates using a toy phone and children then copy and make good attempts at speaking. Babies play with a range of musical instruments and happily explore sounds as they shake the tambourine, clap coconut shells together, and successfully blow on the trumpet. They explore textures as they play in finger paints textured with rice and make patterns with their fingers. This enables them to develop their creative and manipulative skills.

Babies develop their physical skills as the childminder encourages them to roll balls indoors and participate in finger rhymes. They are supported well in developing their crawling skills as they have plenty of clear space in which to move freely and safely. The childminder also supports children very well as they pull themselves up to stand, and holds their hands as they enjoy attempts at walking. Children learn about nature as they go on regular outings to the park to feed the ducks, and also go on outings to the farm. They develop their mathematical skills as the childminder talks about shapes and counts with children during play. For example, they count and match the coloured shapes of the jigsaw then giggle and clap their hands as they fit the pieces correctly.

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

The childminder has developed very strong bonds with the children. This is evident in the way that children wake up, happily smile at the childminder and snuggle in for cuddles. This shows that children feel safe and secure in the childminder's care. Children participate in a gradual settling-in programme so that they can get to know each other before they begin. Parents also share information about children's starting points and individual needs. The childminder talks to children constantly, informing them of the daily routines and what she is doing, so that they are well-supported at all times. Children learn about safety during regular outings in the community and while participating in regular fire evacuation drills.

Children enjoy activities about festivals from around the world. They play with toys that positively reflect differences and meet with others in various situations, such as activity groups. This helps children to learn to respect and value diversity and consider the needs of individuals. Children have good opportunities to gain regular exercise and fresh air during outside play and outings in the local community. There is a stimulating, well-resourced and welcoming environment, both indoors and outdoors. This ensures children's physical well-being is effectively promoted.

Positive practices followed by the childminder help to promote children's health. For example, children enjoy healthy and nutritious snacks and meals and the childminder

encourages them to have drinks of water throughout the day to keep them hydrated. This helps children to become increasingly aware of the positive effects of a healthy diet on their long-term health. The childminder has good hygiene practices during nappy changing and mealtime routines. She is efficient in nappy changing and keeps babies engaged, helping them to feel relaxed. However, young children are not consistently involved in washing their hands before snack time. This means they do not always benefit from consistent opportunities to further enhance their good self-care and independence skills.

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

The childminder fully understands her responsibilities in meeting the safeguarding, welfare, learning and development requirements of the Early Years Foundation Stage Framework. Through having a good knowledge of child protection issues, such as the signs of abuse and neglect, she effectively protects children from harm. This includes having a secure understanding of what she must do if she has any concerns, such as knowing which agencies she must report these concerns to. The childminder has completed suitable first aid training and this enables her to care appropriately for children should they become ill or in the event of any accidents. Comprehensive risk assessments are maintained to ensure that the environment is a safe place in which children can play. Risk assessments are also completed for outings to further support safety. All the required documentation is reviewed and kept up-to-date for the safe and effective management of the provision.

The childminder effectively monitors the educational programme to ensure that children are making good progress in their learning. She has successfully met all actions and recommendations raised at the last inspection. She reflects on her practice, which helps her to identify her strengths and areas for further development. The childminder obtains the views of parents through daily discussions and parent questionnaires. Parents comment that they are more than happy with the care their children receive. The childminder works closely with the local authority regarding her professional development. For example, she has recently begun a children's care, learning and development qualification at level 3 and attends other relevant courses to extend her knowledge of childcare. As a result, she continues to develop her practice to benefit the children's well-being and development.

Relationships with parents are supportive and secure. Information is shared with parents daily in a variety of ways to meet the needs of the children. These include a daily diary and regular conversations. Parents have access to the childminder's policies and procedures, which informs them of her childminding service. There are currently no children in the early years age group who attend other settings. However, the childminder is fully aware of the importance of sharing and exchanging pertinent information to ensure children's progression and continuity in their learning.

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	EY222897
Local authority	Lancashire
Inspection number	819575
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	26/01/2011
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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