

## Inspection date

Previous inspection date

17/10/2013

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

- Positive relationships are fostered between the childminder, her assistant and the children. Consequently, children are happy and settled.
- The childminder appropriately encourages a two-way flow of information with parents, in order to promote continuity in children's care and learning.
- Children have varied outdoor play opportunities. Consequently, their learning experiences are enhanced alongside children benefitting from fresh air and exercise.
- Children are encouraged to make positive choices about what they eat from an early age, as a result of healthy meals and snacks.

### It is not yet good because

- Activities and resources are not always fully relevant to children's interests and identified next steps in their learning, in order to help children make best progress.
- Communication with other providers is not fully established, to ensure that there is a shared knowledge and understanding about children's learning and development.
- Children's understanding of appropriate expectations for behaviour is not always consistently reinforced positively, in order to fully support their personal, social and emotional development.
- There are some weaknesses in some aspects of teaching, which does not fully support children's learning and development.

## 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 and care routines in the lounge and kitchen diner.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, documentation and children's records.
- The inspector took account of the written feedback provided by parents.

## Inspector

Rachel Ayo

## **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. She lives with her husband, who also works as an assistant and children aged 11 years and seven years. The family live in a house in the Burnley area of Lancashire and the whole of the ground floor, the first floor bathroom and an enclosed rear yard are used for childminding. The childminder attends groups and visits local shops and parks on a regular basis.

There are currently 13 children on roll, nine of whom are in the early years age group, who attend for a variety of sessions and four, who are school-aged and attend before and after school and during the school holidays. The childminder is open Monday to Friday, all year round, from 7.30am to 6pm, except for family holidays.

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

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

- ensure that the planning of activities and resources consistently matches children's individual next steps in their learning as well as their interests, so that they make good progress
- ensure effective partnership working with other providers by consistently exchanging information about all children's learning and development, so that there is a shared and consistent approach to supporting their progress and achievements.

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

- support consistently children's understanding of acceptable behaviour further, for example, by using more positive reinforcements to acknowledge positive behaviour and by providing explanations about why rules and boundaries exist
- enhance children's learning, for example, by clarifying their ideas and skilfully questioning them during activities, in order to increase their motivation, extend their thinking and help them to make connections in their learning.

## Inspection judgements

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

The childminder has an adequate understanding of the seven areas of learning. This means that she provides a suitable range of indoor and outdoor activities, which help children make steady progress. The childminder satisfactorily finds out what children know and can do once they have settled, including through sharing information with parents. She then completes regular development summaries informed from ongoing observations reflected in records of learning. These show that children are working appropriately within the typical range of development expected for their age. However, the planning of activities and resources is not always consistently matched to children's individually identified next steps and interests. This means that the learning environment does not always sustain children's active engagement, concentration and motivation, with children becoming a little boisterous at times. As a result, children make satisfactory, rather than good, progress. The childminder adequately updates parents about their children's progress and how they can support learning at home. For example, parents can view records of learning and friendly daily exchanges take place alongside information sharing through text messages.

Children are left alone to explore and initiate their own learning, in order for them to adequately develop skills that help prepare them for their next stages in learning, such as school. For example, children of different ages enjoy playing with what they know, such as construction toys and the helter-skelter car ramp. They find out how things work as they press buttons on simple technology toys listening to and observing the musical tunes and flashing lights. They practise their small physical skills while drawing with crayons, highlighting the marks they make, such as lines and circular patterns. Young children engage in simple imaginative play as the childminder shows them how to operate the hand puppet. They giggle as they tickle the visitor with this.

Adults enthusiastically engage with the children as they play. For example, the childminder's assistant introduces the names of different shapes as children try to fit these into the corresponding slot in the shape sorter toy. The childminder introduces mathematical language, such as 'tall', as children build with plastic bricks and asks if they can count the points on the star-shaped cushion. The childminder and her assistant adequately support children's communication and language development. For example, they talk to the children about what they are doing, helping them extend their vocabulary and use of new words. However, on other occasions, the quality of the childminder and her assistant's interaction as children play, does not always fully motivate and extend their learning, including their creative and critical thinking.

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

Appropriate settling-in arrangements ensure that children develop a secure attachment with the childminder and her assistant. For example, extremely new children readily say 'goodbye' to their parent and confidently go off to play. Suitable information is exchanged

during this period and parents are encouraged to share what they know about their children. Consequently, the childminder can provide each child with adequate care tailored to meet their individual needs. The childminder implements consistent care routines, in order for children to develop a sense of security by anticipating what happens next. Where children have attended other settings prior to enrolling with the childminder, the childminder asks parents for development information to support transitions from one setting to another. However, ongoing communication with providers where children currently attend other settings, such as nursery or school, is less successful in fully supporting the process.

The childminder enhances the environment, for example, by displaying children's artwork and photographs of them taking part in different activities and first-hand experiences, such as autumn walks. Older, more able children eagerly tell the visitor about making handprints for the beanstalk collage and younger children point to the picture of them holding a caterpillar. These enhancements help children develop a sense of belonging and recall and talk about past events. Children are encouraged to manage self-care tasks appropriate to their age and stage of development. For example, older, more able children attempt to zip up their coat. Toddlers are encouraged to feed themselves and readily approach adults for support, for example, to put on their shoes and socks. Young children are adequately supported in developing social skills, such as sharing and taking turns and often offer an apology without prompting after snatching a toy, for instance. The childminder appropriately deals with unwanted incidents and praises children to acknowledge positive behaviour. However, the childminder's assistant does not always provide positive reinforcement or explanations to enhance children's understanding of what they are asking them to do and not do and why.

The childminder provides healthy homemade meals, such as pasta bolognese and nutritious snacks, such as fruit and dairy products. Consequently, children learn about healthy practices from an early age. The childminder ensures that time is not spent away from the children by preparing meals beforehand and freezing these. The childminder implements adequate hygiene routines, in order to help children to stay healthy. This is reinforced with the children as they wash their hands before eating and after using the toilet. Children have daily access to the outdoors, which promotes their physical well-being and complements their experiences. For example, they learn to mix with larger groups of children through attending different playgroups. By using different types of equipment, for example, when visiting the park or an indoor play centre, they learn about risk-taking and keeping themselves safe. The childminder also talks to children about road safety, for example, to further develop their awareness of dangers and staying safe. Older, more able children know that they have to 'Stop, look and listen' when they are crossing the road.

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

The childminder has a suitable knowledge of the Early Years Foundation Stage and generally fulfils her responsibilities in meeting the safeguarding and welfare and learning and development requirements. The childminder has made suitable progress since becoming registered. She has a satisfactory awareness of her strengths and areas for

further development that will improve children's achievements over time, such as training for herself and her assistant. She has close links with other childminders and early years colleagues, in order to share practice ideas. The childminder adequately monitors all children's individual progress. Consequently, she is able to support each child's achievements, highlight any gaps in their learning and seek early intervention where children are working below the expected levels of development. Parents are encouraged to share their views verbally, in order to help the childminder review and improve her service. Written comments provided by parents prior to the inspection reflect complimentary comments about the childminder's care of the children.

The childminder carries out a satisfactory induction with her assistant to ensure he is aware of his roles and responsibilities and the policies and procedures. Space is organised adequately to foster children's developing independence. The childminder's assistant is deployed suitably to meet children's individual needs and ensure the efficient and safe management of the childminding practice. For example, during the inspection, he takes two children into the lounge to play a matching game and the childminder suggests he take some of the children for a walk. The childminder's assistant holds an appropriate paediatric first aid certificate, in order for him to promote children's welfare when he has sole charge.

Children are safeguarded appropriately. For example, hazards are identified and minimised to prevent accidents, including through the use of safety equipment. The childminder and her assistant have a satisfactory awareness of child protection issues, including the procedures to be followed in the event of a concern of this nature. Parents are appropriately informed about the childminding service. Notices and certificates are displayed, information about care routines recorded in daily sheets are shared verbally and children take home their arts and craft creations. However, links are less successful in relation to the consistency of communication between the childminder and other settings' practitioners with regards to children's individual learning. This prevents the childminder from gaining a full picture of all of a child's achievements, in order to complement their learning fully and from balancing children's experiences with those in other settings. The childminder is aware of working in partnership with other professionals where children are identified as having special educational needs and/or disabilities.

### **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>	EY459019
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	916770
<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>	8
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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