

Inspection date

04/11/2013

Previous inspection date

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

- Teaching is good because the childminder understands how children learn, consequently, she is able to extend their learning and thinking through effective questioning and good quality activities.
- Strong and effective relationships with parents help children to make good progress. This is because the childminder works hard to ensure there is a joint approach to children's learning, development and well-being taken.
- The learning programme for communication and language is very effective and supports the development of children's listening, speaking and language skills.
- Children thrive due to the kind and caring nature of this childminder. They are supported in their play and consequently, are happy and keen learners in the safe and secure home, additionally, their emotional well-being is effectively supported.

It is not yet outstanding because

- The childminder is less effective in maximising the use of the outdoor area to reflect the good quality and varied indoor activities to further strengthen the link between the indoor and outdoor learning environment.
- Although, the childminder fully promotes children's emotional well-being, opportunities are occasionally missed to engage them in play, for example, when they arrive later in the morning, in order for them to settle more quickly.

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, conservatory and viewed the resources and equipment available for the 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.
- The inspector and childminder took part in a joint observation of the activities provided.

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. She lives with her husband and two young children in a house in Torrisholme, Lancaster. The childminder uses the ground floor of the home and enclosed garden for her childminding. She attends a childminder group and the local children's centre and is a member of the local childminder network. The childminder visits the local shops and park on a regular basis. She collects children from local schools and pre-schools.

There are currently eight children on roll, seven are in the early years age range and attend for a variety of sessions. There is one school-age child, who attends before and after school. The childminder provides care all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder has a level 3 qualification in childhood studies. The childminder is a member of the Professional Association for Childcare and Early Years.

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 be further reflected within the outdoor play space
- review and reflect on how, when children arrive later in the session, opportunities for children to engage in their chosen play can be further enhanced, so they settle more quickly on arrival and take part in the well-planned activities provided.

Inspection judgements

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

The childminder has a good knowledge of the Statutory framework for the Early Years Foundation Stage to provide an in-depth curriculum across all areas of learning. For younger children, her strong focus on the prime areas of learning ensure they are making good progress towards the early learning goals. The childminder undertakes effective observations and assessments on children that enables her to plan for their individual needs. She uses her good knowledge of how children learn, combined with her training and previous experience in childcare, to match the stimulating and engaging activities to children's interest and identified next steps, for their continued good progress in their development. This means that all children are working comfortably within the typical

range of development expected for their age and stage of development.

The childminder skilfully extends children's thinking as she asks them questions, such as how and why, as they play. She reiterates and comments on what is taking place as she models good language and promotes children's communication and language skills. Consequently, children are building their vocabulary and understanding as they play and delight in the activities provided. The childminder uses children's interest to further their learning, for example, for those children, who are starting to show an interest in numbers, she puts up a number line, to develop their understanding of mathematics. Another child, showing an interest in creatures, she skilfully links this interest to develop their physical skills, mathematics and early science. This she does through activities, such as, baking, weighing and measuring and making jigsaw puzzles focusing on creatures in a fun and interesting manner.

The childminder sensitively supports and reinforces children's learning by reiterating what is happening, as she helps them to think about their task. She counts with them as they play names shapes, colours and letters as she introduces new concepts to awaken their interest in all areas of learning, in order to maximise their learning. Books are used, easily accessible and as a result, children show a love of reading as they readily sit with the childminder to have a story. This practice is enhanced with the use of the story sacks, using prompts to assist with the telling of the story, to engage and interest children further. Through attendance at toddler groups and mixing and playing together, children learn to socialise and make friends. Activities in the soft play centres, children's centre and walks in the outdoors, all contribute to the variety of experiences provided for children. This wide range of high quality activities skilfully used by the childminder constantly challenges children and extends their learning. As a result, children flourish and develop effective skills to support their future learning and next steps in their development.

The childminder works very closely with parents and has successful strategies for involving them in their child's learning. From the beginning, she obtains good quality information regarding what the child can do to assess their starting point and enable her to plan effectively for their future learning. The childminder invites parents into her home to discuss their child's learning journey record, assessment and plans for their future development. She asks that parents contribute to their children's learning and summary to support and share information from home, to promote children's learning both with her and at their home.

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

The childminder has formed close and caring relationships with the children. They seek reassurance from her in presence of the visitor and when feeling tired. The childminder works closely with parents to follow the children's routine from home. Comforters, such as a blanket, are brought from home and children access these at all times to promote their emotional security. They delight in the cuddles from the childminder and because she sits with them on their level, they are able to snuggle up and engage in this warm and trusting relationship. Although, the children are extremely well supported and are very secure into the setting, the activities for those arriving late, are not as effectively planned, to engage

them as they come into the home, so they feel even more settled on arrival.

The childminder is calm and through her support, children learn to manage their behaviour. By reiterating and being consistent in her approach, younger children are beginning to follow the behavioural expectations. This also helps them to understand there are rules to keep them safe and to help them play harmoniously together. The childminder uses lots of praise and children beam with pride as she tells them they are good, they have done well or praise them with the use of 'wow' you are clever. This means that children's self-esteem and confidence is developed and promoted, in order for them to be emotionally secure for any future transitions onto nursery or school. Children attend toddler groups where they learn to mix and make friends, consequently, they learn to respect and tolerate the differences and similarities of others. The childminder further enhances their learning by providing resources and topics that cover the people of the world, cultures and religions.

The childminder ensures children sit together to eat at the table, engaging in discussions about their play and delighting in the social experience. Hand washing and general hygiene routines help children to further develop their awareness of good health practices. Children access their own drink and self-select their snack, resulting in their independence being promoted. Through consistent daily routines, children begin to understand about time and develop a sense of belonging as they learn that some things stay the same and are familiar. Children develop their physical skills in the well-resourced outdoor area. By climbing and using large equipment, they learn to manage their bodies and keep themselves safe. Additionally, through exploring their environment, they learn to manage risk. However, more could be made of the outdoor area to reflect the good learning taking place indoors as the childminder is not maximising the use of this area. That said, the stimulating and very welcoming environment continues to support children's developments in all areas of learning. The effective risk assessments and daily check of the premises means that children are kept safe and secure in the childminder's home. Therefore, children are safeguarded and demonstrate through their behaviour their feelings of being safe and settled in her care.

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

Children make good progress towards the early learning goals as a result of the childminder's effective monitoring of their progress and the wide range of stimulating activities provided. She uses her previous experience and training in early years to evaluate the success of activities and to track children's progress. This means that she is fully aware of what she is doing and needs to do, to ensure children are making the best possible progress towards early learning goals. All required policies and procedures to meet the requirement of the Statutory framework for the Early Years Foundation Stage are in place and robust to support children's care and learning. Children are securely safeguarded because the childminder has a very good understanding of her role and responsibilities should she have any concerns about a child in her care. Supporting policies for child protection are in place and include details of whom to contact and the action she must take to protect children. The home is risk assessed and she involves children in

discussions about safe practices, in order to further safeguard them and develop their understanding of their own role in keeping safe.

The childminder plans a stimulating and challenging environment to progress children's learning further. Children are able to play in a warm and caring home where they feel safe and secure, in order to promote their learning. The childminder has a good understanding of and has evaluated her practice to clearly identify her strengths and weaknesses. She effectively uses this information to target plans for improvement. Her analyses, drive and commitment to improve is strong and she demonstrates a strong focus to improving her practice. For example, targets for improvement, include enhancing resources, providing a growing area and completing further training to enhance her already good skills in childcare.

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 they are well informed about the service. 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 should this be required and has made links with the local school in preparation for children progression onto school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462308
Local authority	Lancashire
Inspection number	919595
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	8
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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