

Inspection date	20/11/2013
Previous inspection date	10/02/2009

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

- The children make good progress in their learning and development because the childminder has a good awareness of how children learn. Assessments are precise and are used to plan effectively for every child.
- Partnership working with parents is good. Parents are successfully involved in their children's learning and they are kept fully informed of their ongoing achievements.
- The childminder's home is safe and welcoming. Arrangements for safeguarding children are effective because the policies and procedure are implemented well.
- Relationships are strong and secure between the childminder and the children. Children, therefore, settle well and achieve a positive sense of well-being when in her care.

It is not yet outstanding because

- There is scope to enhance the opportunities for children to play with natural materials which can be used in a variety of different ways to support their exploration.
- Opportunities for children to be active and independent by helping to prepare snack are not always utilised.

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 children playing.
- The inspector held discussion with childminder at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder and assistant.
- The inspector looked at a variety of documentation, including observation, planning and assessment information, policies and procedures and the self-evaluation form.

Inspector

Susan Hawitt

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 15 years, 13 years and eight years in a house in Thornton-Cleveleys in Lancashire. The local area offers a park, school and shops. Two playrooms and an enclosed garden area are used for childminding. The bathroom facilities are located on the ground floor. The family have two pet dogs and three cats which are kept separate from the minded children.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently eight children on roll, seven of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.15am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and is a network accredited childminder.

What the setting needs to do to improve further

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

- extend the opportunities for open-ended and natural resources so that children are able to explore and play with a wide range of materials to further support exploration
- enhance the opportunities for children to be active in preparing their own snack as part of their daily routine in order to further develop their co-ordination, control and independence.

Inspection judgements

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

The childminder's knowledge and understanding of the Statutory framework for the Early Years Foundation Stage is secure. As a result, there is a good balance between adult-led and child-initiated activities and experiences. They cover the seven areas of learning and meet children's individual needs and interests. The childminder engages with parents from the outset to gather information linked to children's learning and development, care and

routines. This allows the childminder to support learning that match the children's individual needs. As a consequence, the information from the detailed 'All about me' form helps the childminder in her initial assessment of children's developmental stages. The childminder observes the children using different methods, such as photographs and written observations. These observations indicate clearly what children like doing best. Assessments from these observations help the childminder to plan next steps to help the children progress further. These assessments are shared with parents on a regular basis. The children are interested and keen learners who display the characteristics of effective learning because of the childminder's enthusiasm. However, there is scope to enhance the resources by introducing open-ended and sensory materials to encourage exploration, especially for the younger children.

Children enjoy their time with the childminder. They have access to organised, accessible and clearly labelled resources that support their independence. Children enjoy making 'cups of tea' in the role play area for the adults. The childminder uses these opportunities to talk about safety and extend children's thinking skills by asking open questions. For example, 'how many spoons of sugar?' 'can you find the milk?' The childminder is skilful in supporting children's communication and language. She engages them in conversation by encouraging them to describe and explain what they are doing. As a result, children become more confident in their speaking, developing new vocabulary as they play. Younger children are supported well with communication and language because the childminder is adept at 'tuning in' to their non-verbal cues and body language. Children have access to a wide range of books and props which the childminder uses to develop their listening skills. The children enjoy the story about the zoo animals and make the sounds of the animals. Even the younger children are fascinated and engaged because the childminder is skilful at supporting all the children by sitting them close to her. The childminder uses everyday opportunities to support children's listening skills, for example, tuning into the sound of the dust bin cart outside.

The childminder plans experiences, which help children become prepared for the next stage in their learning, for example, nurseries and school. For example, children are taught to recognise letters and numbers through songs, and story sacks. The childminder cuts the toast for snack into a different shape each day, as a result, children are learning the names of shapes. Children are developing their physical skills by making shapes with the play dough, using tools such as, scissors, rolling pins and their hands. The childminder teaches the children about numbers and mathematical concepts by encouraging them to count the sausages they have made with the play dough. She uses words like 'big' and 'small', and 'how many?' Children enjoy fresh air and exercise as they are taken on regular trips to school. The childminder uses these opportunities to teach the children about safety as they wear their fluorescent safety jackets. The childminder talks to the children about wearing hats, coats and gloves in the cold weather. The children have the opportunity to develop their physical skills outside as they play with a variety of push along toys, such as prams and trucks and manage the different surfaces. Literacy is supported outside, as the children are encouraged to mark make on a white board. Children have access to drainpipes and water which encourages mathematic concepts and exploration.

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

The childminder provides a homely and welcoming environment where children's well-being is effectively supported. She is nurturing and warm in her interactions with the children. For example, children will snuggle in to read a story or when they are feeling tired. Children are confident and self-assured with the childminder and other adults and will ask for help. For example, one child asked for help with their tights. The childminder is skilful in managing different age groups to ensure all children's needs are met. For example, during an activity with play dough, the childminder supported a younger child seeking reassurance by sitting them on her knee. Children are well-mannered and are taught to manage their feelings and behaviour. This is because the childminder supports the children appropriately by using techniques, such as distraction to manage their own behaviour.

Children are prepared for their next stage in their learning because the childminder has appropriate links with school. She takes the children to visit school and they attend assemblies. This means they are becoming familiar with the environment. Children are encouraged to use the toilet independently depending on their stage of development. This also prepares children for school. The childminder uses the nappy changing routine as a learning experience by singing songs and playing tickling games. She talks to the children about what she is doing. All children have their own drawer for their belongings, which is identifiable by the child's photograph. The children manage change in their routine because the childminder has set some good routines and boundaries. Children know when it is time for snack and older children will take it upon themselves to organise the 'tidy up' time. However, there is limited opportunity for children to promote independence during snack, for example, by pouring their own drinks and cutting the fruit. The childminder uses the snack time to teach children about healthy food and good manners by being a good role model. As a consequence, children say, 'please' and 'thank you' without much prompting. A parent commented that, 'even a simple breakfast is delivered in an educational way'. The children are offered healthy snacks of fruit and toast, and are confident to ask for more.

The childminder ensures the health and safety of the children by being vigilant and having robust risk assessments in place which are regularly reviewed. For example, the childminder encourages a child not to climb on the chair. This means that the children are kept safe while learning and developing confidence in managing their own risks. The childminder knows the children and their families really well. Parents are very complimentary about the childminder. Parents comment that the children enjoy their time with the childminder and are cared for very well. As a result, children are emotionally secure.

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

The childminder has a good understanding of her safeguarding and welfare responsibilities within the Statutory framework for the Early Years Foundation Stage. Appropriate checks on adults have been carried out to safeguard children. Written policies and procedures are up-to-date and reviewed regularly. These are shared with the assistant, parents and carers. The childminder has a safeguarding policy in place and has completed safeguarding training. The policy is clear about the procedures to follow should there be any concerns about a child and she is able to talk about her procedures for contacting the Local Authority Designated Officer should there be an allegation against the childminder or her family. The childminder and assistant have completed pediatric first aid training and completes all the necessary paperwork relating to accidents and medication. Robust risk assessments are in place and are regularly reviewed. As a result, children and families are secure in the knowledge that safety procedures are well-embedded.

The childminder has a good understanding of how children learn and develop. She carries out precise and accurate assessments to identify the progress children are making. As a result, she matches her planning to their individual learning styles and their development needs. The childminder uses a variety of self-evaluation tools to monitor the provision, including a daily diary. She uses this to reflect and evaluate the activities she provides. Improvements since the last inspection have been made and sustained. For example, seeking the views of parents in relation to children's learning and development. The childminder attends regular training, such as a course on Behaviour Management, which positively supports her work with the children. The childminder supports the assistant through daily conversations and cascading information from training.

The childminder has developed strong links with parents and carers. Written comments from them suggest how much they value the childminder and are happy with the care and education she provides. They say 'my child especially likes nana's stories'. The childminder is keen to support all children to make the best possible progress. She does this by working with the parents to support their child's learning at home. The childminder has a good understanding of working with other professionals to support all children. She is a member of the 'childminding scheme' which supports children with special educational needs. She attends regular meetings and receives regular support from the Local Authority Advisor. The childminder has an extensive, detailed portfolio of documentation, which is organised and up-to-date. She uses this to ensure she is improving her practice and provision to provide the best possible service.

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	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	EY377964
Local authority	Lancashire
Inspection number	878763
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	10/02/2009
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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