

Inspection date

Previous inspection date

02/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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| 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. She uses good quality questioning to extend their thinking and challenge them as they play.
- Children's communication and language skills are very well promoted by the childminder, resulting in them developing skills in listening, speaking, and therefore, building their vocabulary necessary for them to become active talkers.
- The childminder has a good understanding of her responsibilities in regard to safeguarding and child protection. She ensures the home is risk assessed, and supporting policies to keep children safe are in place and reviewed. Children are well safeguarded in her care.
- The childminder has developed very good relationship with both parents and external agencies to support children. Therefore, a consistent approach to their care and learning is maintained so they continue to make good progress in their development.

It is not yet outstanding because

- There is scope to more sharply reflect children's current interests when planning so that children are attaining the highest levels of achievement.
- On occasions, the childminder is not always fully analysing her observations in order to hone teaching and enrich further children's experiences.

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 kitchen/dining room, 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, children's records and the provider's self-evaluation form.
- The inspector and childminder took part in a joint observation of the activities.

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 partner and two children aged five and four years in Whitworth, Lancashire. The whole ground floor of the house is used for childminding.

The childminder attends a childminding group and the local children's centre. She visits the local shops and park on a regular basis and collects children from local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 8am until 6.30pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- explore further how children's interests can be used to more sharply focus planning, so that they continue to make the best possible progress in their learning and development
- review and reflect on how observations on children are used to enhance teaching and enrich their experiences across all areas of development.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and demonstrates good quality teaching skills. She provides a broad range of activities and topics matched to children's identified needs to promote their learning across all areas of development. Through good quality observation, assessment and tracking of children's progress, she is able to effectively plan for their needs so that her teaching is in line with their development, age and abilities. That said, better use of children's current interests could be made to sharply focus planning so that children are able to make even better progress in their learning and development. Occasionally, the childminder is less effective in reflecting on how she uses her good quality observations to enhance her teaching, and consequently enrich the good activities and topics provided for children. She is fully aware of the need to complete the progress check at age two. Additionally, she has completed a summary of all children's development, irrespective of their age groups, and shares this with parents. Consequently, any developmental gaps are identified and attended to, with

early intervention being sought if needed.

The childminder's good quality teaching means she use good questioning to best effect as she challenges children while they play. This she does by extending learning as she skilfully reshapes tasks by asking what might happen next or what could be done differently. The childminder engages children in good conversations, skilfully using early phonics as she sounds out their names as they attempt to write them down. Consequently, their early reading and writing skills are being developed in readiness for school. Children show the characteristics of effective learning as they are engaged and motivated and delight in enhancing their own play, for example, they become engrossed in building a village consisting of houses and signage during a train track activity. They learn to play together as the childminder discusses sharing and turn taking with them. She helps children learn to socialise by attending groups outside of the home, for example, community groups and story time at the local library. The childminder, although she has no outdoor area, compensates for this by walking to school each day through the local nature reserve. There, children learn about the natural world and develop their physical skills as they skip through the woods and kick up the leaves. Consequently, children are working well within the typical range of development expected for their age and are being prepared for when they start school.

Good relationships with parents ensure that communications are very effective. They contribute to their children's learning and share information regarding what their child is doing at home, to support their progress and ensure any targeted intervention is sought. The childminder obtains information regarding children's starting points and about what they like to do to help her capture their interests. A very strong approach is taken to building links with the local nursery school, and this ensures all children have a consistent learning experience in order for them to continue to make good progress across all areas of learning.

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

The childminder warmly welcomes children into her setting, ensures they are very settled and effectively promotes their emotional well-being. Through playing and sitting together, snuggling on the sofa and delighting in reading books, children are highly valued and their self-esteem effectively promoted. The childminder has a highly successful approach to managing children's behaviour. This she does through her calm and caring manner, reiterating the expectations and using praise frequently and meaningfully. Children respond positively as she continues to build their self-esteem and confidence. As a result, children display good manners, listen to the childminder and to each other as they learn to play harmoniously together. Through this very encouraging approach by the childminder in supporting children's well-being, this means they are confident in exploring the engaging, wide range of good quality resources within the home, as they make good choices and decisions appropriate to their age and stage of development.

The childminder ensures she has all up-to-date information from parents for her to provide a consistent approach to their children's care needs. She follows regular daily routines that help children make sense of what is happening around them and learn that some things

change and some things stay the same. She places a strong priority on children's health, for example, wiping hands and faces, and with older children, engaging them in the process as she encourages their self-help skills. She explains the need to wash their hands before food and after attending to their personal needs, in order to build their understanding of how germs are spread and cross-contamination can be minimised. The childminder provides children with healthy, home-made foods and encourages them to sit together to eat, engaging in discussions that help children learn about good foods. Therefore, through discussion and reinforcement, children's understanding of the need for a healthy lifestyle is further promoted.

The childminder teaches children how to keep themselves safe as she reminds them to be careful as they move from one room to another or access the stairs to the bathroom. Through daily opportunities to be outdoors, exploring the nearby nature reserve and fresh air, children develop their physical skills and learn about the natural world. Through exploring the outdoors, children are also learning to manage risk and develop an understanding of their own role in keeping safe. The forging of strong links with other settings and the focus of developing children's sense of self and personal skills mean the childminder is preparing children for the next stage in their learning and transition on to school.

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

Safeguarding is secure as the childminder is fully aware of what action she must take to protect children from harm. Suitability checks are completed for adults living in the home, and children are always where the childminder can see or hear them. The home is secure and resources are monitored to ensure they are safe for children to use. All supporting policies and procedures are in place, reviewed and kept up to date. Therefore, children are fully safeguarded by the childminder's attention to their safety and well-being.

Since her registration, the childminder has attended a number of training events which have led to an increased knowledge and understanding of teaching and how children learn. She has completed a robust and accurate assessment of her practice and this has allowed her to set clear plans for improvement; these are achievable and realistic. An example of her plans to improve is to seek training in early years to level 3, to improve her knowledge, and therefore her teaching. She has a strong commitment to the development of her service and regularly monitors the children's experiences, learning and care by working closely with parents and the local nursery school.

The partnerships with parents and others is working effectively in providing a consistent approach to the care and development of children. Parents and others are asked to contribute to the children's observation and assessment to ensure she is accurately and closely monitoring their development across all areas of learning. Parents have commented, through questionnaires, on the good quality of care and how much they value the service provided. There is a good two-way flow of communication through the exchanging of information in the daily diary and discussions at each end of the day.

Consequently, the childminder effectively supports children's overall development towards the early learning goals, meaning they are able to make consistently good progress.

The Childcare Register

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| 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

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| Unique reference number | EY459423 |
| Local authority | Lancashire |
| Inspection number | 922934 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 4 |
| Number of children on roll | 2 |
| 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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