

<b>Inspection date</b>	06/12/2013
Previous inspection date	18/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Teaching is good because the childminder fully understands how to promote children's learning. As a result, children's progress is rapid given their starting points and capabilities.
- The childminder uses good strategies to engage and work with parents and other settings. As a result, the childminder supports learning at home and other settings and contributes to positive moves for children between settings.
- Children are safe in the childminder's care as she has a very good understanding of child protection and safeguarding.
- Self-evaluation is rigorous and takes into account views of parents and children. This means that the childminder is able to effectively identify strengths and weaknesses and drive forward her priorities for improvement.

### **It is not yet outstanding because**

- There is scope to provide more opportunities for children to take further responsibility for their own needs and extend their independence at snack time.
- There is room to develop the outdoor area further to enhance opportunities for children to be creative, explore and investigate the natural world.

## 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 viewed the premises, toys and equipment and observed planned activities.
- The inspector looked at children's learning journey records, a selection of policies and children's records.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection and took into account verbal feedback from parents.
- The inspector checked evidence of suitability and qualifications of the childminder, the self-evaluation form and improvement plan.

## Inspector

Jeanette Brookfield

## Full report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged six years, in the Ribbleson area of Preston, Lancashire. The whole ground floor of the house is used for childminding and an upstairs bathroom and bedroom. There is a rear yard for outdoor play. The family has a cockatiel as a pet.

The childminder attends toddler groups and activities at the local children's centre and library. She visits local shops and parks on a regular basis. She collects children from the local schools. There are currently six children on roll, five of whom are in the early years age range and they attend for a variety of sessions. The childminder provides funded early education for two-, three- and four-year-old children. She cares for children on weekdays from 7.45am to 6pm, for 48 weeks of the year.

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

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

- develop more opportunities for children to learn to take age-appropriate responsibility for their own needs. For example, by being able to be involved in preparing their own snack
- enhance the opportunities for children to independently observe and explore the natural world and be creative, for example, by providing them with a planting and digging area in the garden.

## 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 child development, the areas of learning and the characteristics of effective learning. She uses this knowledge extremely effectively to plan and support children's progress through discerning teaching. A balance of adult-led and child-initiated experiences is provided and children are able to make independent choices from the wide variety of resources available. As a result, children are interested and motivated to learn. The childminder is enthusiastic and playful, which strongly influences children's positive attitude to play and learning. They laugh and giggle with each other while they pretend to make breakfast in the home corner and a 'cup of tea' for the childminder. The childminder supports children's learning well by sitting alongside them and asking them skilful open-ended questions during their play. For example, she asks 'What do we need to cut the wrapping paper, how are we going to stick the paper

down?' Children are given the time and space to think critically and respond to these thought provoking questions. Careful assessment and planning ensures that activities provide suitable challenge for children. The childminder offers praise to all children and encourages them to try new activities that may be of challenge to them. Children are able to concentrate for long periods of time on activities because the childminder knows what they are interested in and provides activities that will develop their next steps in learning. Observations and assessments are effective and linked to the Early Years Foundation Stage. Next steps in learning are incorporated in future planning of activities, so that children are achieving or sometimes exceeding their age and stage of learning and development. The childminder has completed the progress check at two for two-year-old children with parents. This significantly contributes to the good progress they are making in relation to their starting points, ensuring they are well prepared for the next stage of learning or for school.

The quality of teaching is good and occasionally outstanding. The childminder has a thorough understanding of how to promote the learning and development of young children and as a result, children make very good progress in the seven areas of learning and development. The childminder uses mathematical concepts during play, for example, 'big, smaller than' and vocabulary involved in counting objects and naming a variety of shapes. This means that children are confident in early numbers, counting by rote and differentiating in size and shape. The childminder supports children's learning effectively because she plays alongside the children and intervenes appropriately to develop learning further. For example, as children play with dolls, she gives children time to try dressing them first before intervening to support them further. She successfully promotes children's communication and language development. She encourages their conversation by getting down to their level, giving them lots of eye contact and listening to and valuing what they say. She uses stories, songs and rhymes to promote speaking and listening skills. Children listen intently as she reads to them and enthusiastically dance and sing along to different rhythms and sounds. This supports children's language and literacy through enjoyable, well-planned activities. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social skills. The childminder teaches children about the natural world, by talking about the weather and seasons and sharing the daily weather chart. She supports and encourages children's good physical development, providing many opportunities for energetic play at soft play centres and at local parks. However, there is room to improve the rear yard area to help children learn more about the natural world and be creative, for example, by providing a planting and digging area.

Parents' comment that they are happy with the progress their children make in their learning and development, saying that their speech, confidence and sharing skills in particular have improved. The childminder effectively encourages parents to be involved in their children's ongoing learning to promote continuity and provide optimum support. For example, parents are encouraged to share information in daily diaries about what children have enjoyed at home, which the childminder then complements and extends. Also, detailed verbal feedback at the end of the session means that parents know what their children have enjoyed that day and how they can support their children at home.

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

Children are cared for in a warm, welcoming, homely environment where they feel safe and secure. They form secure attachments with the childminder and interact with her confidently and affectionately. Settling-in procedures are effective in helping children to feel safe and secure and are tailored to meet the individual needs of children and their families. Parents' comment positively on how the childminder helps children to settle quickly. For example, they say 'Settling-in was really good and he only needed one visit. He settled straight away and loves coming. It's really good knowing he is happy'. This helps children to adjust at a pace, which reflects their individual needs and meets parents' requirements. This results in a smooth transition from home into the childminder's care. The childminder supports children's transitions to other settings well. For example, she takes children to regular playgroups where they are able to develop their confidence and socialise with their peers.

The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model for children, treating them with respect and modelling good manners. Children play well together. They enjoy each other's company, cooperate and take turns during play. For example, during a play dough activity, they share the dough equally and take turns with the cutters. The childminder also attends community groups, so that she can support children to play alongside each other and develop their confidence in larger groups. She sets out a good range of age-appropriate resources based on children's interests and next steps in learning. This enables them to become confident and make autonomous choices about their play. The childminder supports children's awareness of other people and communities as she provides a wide range of books, dolls, role play costumes and posters. She organises her home, so as to encourage children to become increasingly independent in self-care routines. For example, even very young children are encouraged to try and wash their own hands and help put toys away as the childminder gives them lots of encouragement and time to do so. These skills prepare children well for the next stage in their learning.

The childminder helps children to understand the importance of a healthy diet by providing them with healthy snacks and meals. The childminder ensures mealtimes are a pleasant sociable time by chatting with the children and supporting them to eat independently. Therefore, babies learn to eat independently and enjoy mealtimes. Children have their drinks available at all times and the childminder encourages them to drink, so they do not become thirsty. However, the childminder does not give children enough opportunities to be involved in preparing their own snacks to support them, so that they learn to be even more independent in managing their own needs. Daily checks are carried out on the indoor and outdoor environments and equipment to ensure that they are safe of any potential hazards that may pose a risk to children. Young children are beginning to develop their understanding of keeping safe as the childminder discusses 'stranger danger' with them and they practise road safety while walking in the local community. Many opportunities are provided for children to benefit from physical exercise. They play outside in the garden or at the local parks, where they have additional space to run around. This helps promote a healthy lifestyle.

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

The childminder has a comprehensive understanding of the Early Years Foundation Stage. She ensures that the learning and development requirements and the safeguarding and welfare requirements are implemented very well. The childminder has a thorough understanding of safeguarding children and has attended training to ensure that she can protect children and know what to do if she has a concern. She has developed clear policies and procedures that are fully embedded in everyday practice. Parents are given a copy of all policies, so that they are aware of what is expected. The childminder ensures that children's safety is promoted through regular risk assessments and daily safety checks of her home and for any outings. These reduce the chance of any accidental injury. She has attended a variety of training courses to ensure that she is up to date with current legislation. The childminder holds a valid first aid certificate and has effective systems in place to record accident, incidents, medication and complaints. The premises are secure at all times as doors are kept locked. There is an effective system in place to record any visitors to the premises.

The childminder monitors her provision effectively. There is a comprehensive programme of activities, which enables the children to make good progress. Assessments take into account the Early Years Foundation Stage and this means that the childminder knows where each child is. As a result, she can highlight any possible gaps in children's learning and plan appropriate interventions to support each child. The childminder recognises the importance of professional development and attends further relevant training wherever possible and uses this to improve her provision further. She has addressed all the actions and recommendations from her previous inspection, which shows that improvement has been made in these identified areas. The childminder has a detailed self-evaluation form, which means that she accurately identifies what she does well and what she wants to improve. She has developed strong links with local schools and special schools, which enables her to work closely with other settings to meet the needs of the children. The childminder uses feedback from parents and children to evaluate and improve her provision. She has strong links with the local children's centre and other childminders through local network meetings and this helps her to develop her provision further. As a result, the childminder has a good capacity to improve further.

Partnerships with parents are good. Parents' comment positively about the care and learning she provides. For example, they state that they 'could not be happier'. The childminder shares important information, such as her policies and procedures with parents at the start. This means that they are well informed about the service she provides. In addition, she regularly updates children's care plans to ensure that the information she has is the most up to date. This promotes children's individual needs very well. The childminder has a good understanding of the importance of sharing information with other providers of the Early Years Foundation Stage. This helps to ensure continuity of learning and care for children, who attend more than one setting.

### **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

<b>Unique reference number</b>	EY382007
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	878853
<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>	5
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/03/2009
<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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