

<b>Inspection date</b>	12/12/2013
Previous inspection date	22/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Met
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 childminder supports children's good development because she fully understands how very young children learn. She actively encourages children to explore and experiment therefore, developing their independence.
- The childminder has refreshed her practice, since resuming her childminding, by revamping the playroom to ensure children enjoy a wide range of toys and benefit from a broad range of good quality activities.
- 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.
- A strong relationship with parents helps children to make progress, as the childminder ensures that a joint approach to their child's learning is maintained.

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

- There is scope to extend opportunities for children to talk about and stay connected with their families, for example, by using photographs of their families and home life.
- Although, the childminder is supporting children's understanding of healthy practices, she is, on occasions, not as effective in involving them in understanding the need for personal routines, such as nappy changing.

## 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 playroom and dining room 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, children's records and the providers self-evaluation form.
- 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 1994. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a house in Whalley, Clitheroe, Lancashire. 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. She visits the local shops and park on a regular basis.

There are currently two children on roll, both are in the early years age range and attend for a variety of sessions. The childminder is open all year round from 9.30am to 6pm Monday to Friday except for family holidays. The family have a small dog.

### 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 stay connected with their families by using familiar photographs, which children can access, to encourage their responses and for them to express and talk about their feelings
- review and reflect on how, when attending to children's personal routines they can be engaged even further to extend their understanding of good hygiene practices and for them to make better sense of what is happening to them.

### 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 a broad curriculum across all areas of learning. For the younger children, her strong focus on the prime areas of development ensure they are making good progress towards the early learning goals. The childminder begins this process by obtaining comprehensive information, from parents and others, to clearly identify children's starting points. Through her effective observation and assessments on children, she is able to plan for their individual needs. The childminder uses her good knowledge of how children learn, combined with her training, to match the stimulating and engaging activities to children's current interests and identified next steps. As a result, a highly effective approach to children's learning is undertaken to promote their development in order for them to achieve and make good progress. This means all children are working comfortable within the typical range of development expected for

their age and stage of development. The childminder is fully aware of the need to complete the progress check for children at age two and to provide parents with a written summary of their progress against the prime areas of learning.

Teaching is good as the childminder successfully engages children keeping them occupied and interested in the activities provided. She expertly follows their play, as expected for young children, supporting them as she paraphrases and reiterates what is taking place to extend their developing language skills. She introduces new words, such as baubles and sparkles, as she builds their vocabulary as they delight in watching the lights on the Christmas tree. They enjoy role play, as they act the role of the adult, making cups of tea and feeding the teddy before putting teddy to bed. This role play, helps children to make sense of the world around them. The childminder sensitively supports children in posting shapes in the posting box, naming the shapes and colours as she introduces new concepts to them. Additionally, this helps children in developing their hand and eye coordination and their small physical movements necessary for their early writing skills and school readiness. The childminder sits with the children ensuring they all can participate in the activities as she skilfully promotes the development of their concentration. She carefully and sensitively supports them by following their interests as she encourages their creativity and imagination in the construction and art activities. The childminder extends activities to further children's learning as she introduces a spoon into the snow topic, for children to dig in the pretend snow and to develop their sensory experiences. The childminder introduces numbers, colours and shapes as children play, as a result, they begin to develop an understanding of mathematics. Children learn to socialise because the childminder takes them to toddler groups where they learn to mix with other children and make friends. Younger children explore the resources and develop their own learning pathways in the exciting playroom. This is done through playful and enjoyable experiences as they constantly move around and make exciting decisions about what they want to do. Therefore, children are developing their skills for their future learning and next steps onto school.

Good relationships with parents ensure that communication is very effective. They contribute to their children's learning and share information regarding what the child is doing at home to support children's progress and ensure any targeted intervention is sought. That said, the childminder has not yet fully explored ways in which children can stay connected with members of their families, who may work away from home, whilst with her. For example, to enhance and build on children's pretend play when they use the toy phone to speak with family members. However, a very strong approach is taken to ensure all children have a consistent learning experience in order to make good progress across all area of learning.

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

Children are very settled and secure with this warm and caring childminder. They seek reassurance from her in the presence of the visitor and also when feeling tired. Children's personal routines are followed from home and close relationships with parents ensure that children's individual needs are known, supporting their emotional security. Children delight in sitting with the childminder as 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 in the setting, the childminder is less effective in engaging children in changing routines so that they feel a part of the process, and so furthering their understanding of processes such as nappy changing.

The childminder is very calm and talks to children at all times, explaining what is happening next as she follows them in their chosen activity. This approach is highly beneficial for the young children she cares for. The childminder reiterates behavioural expectations and is very consistent in her manner, as a result, young children are beginning to follow and make sense of the behavioural rules. Additionally, this helps children to understand there are rules to keep them safe and to teach them how to play harmoniously together. The childminder praises children and builds their self-esteem and confidence she tells them they are good, they have done well or praises them with the use of 'wow' you are clever. Through attendance at toddler groups, children learn to mix, socialise and make friends. They also learn to respect and tolerate the differences and similarities of others as they develop those skills necessary for future learning and transitions onto other setting, for example, school. The childminder further enhances their learning by providing resources and topics that cover the people of the world, cultures and religions. The childminder has consistent routines in place to help children make sense of what is happening and when. This means they learn that some things change and some stay the same therefore, promoting their emotional well-being. Hand washing and general hygiene routines help children to further develop their awareness of good health practices. Children access their own drink and enjoy snack time as they decide what they want to eat from the selection of cereals and fresh fruit.

The childminder plans for children to manage risk as she allows them to put baubles on the tree and explains to them the dangers of sockets as children decide when they want to switch the tree lights on. This was managed very effectively by the childminder, who recognised the young children's natural curiosity and planned for this by allowing for them to learn about the dangers of and the technology of switches. The effective risk assessments and daily check of the premises means 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. Children develop their physical skills in the well-resourced outdoor area and through walks to the park. The stimulating and very welcoming playroom continues to supports children's development's in all areas of learning.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage to ensure all legal requirements are met. She is secure and confident in what action she must take to protect children with comprehensive and supporting policies in place and robust. Additionally, she reviews all her procedures annually to ensure they are updated with current changes to the legal framework and the learning and development requirements. Through effective monitoring of the educational programme the childminder ensures a broad range of

stimulating and challenging experiences are provided to help children to continue to make good progress towards the early learning goals. This also means that any identified gaps in children's learning and development can be speedily addressed and planned for.

Written risk assessments are undertaken and her home is safe and secure. The planning of a wonderful, engaging environment allows children to make super choices about what they want to do. The childminder demonstrates a positive approach to the continuous development of her practice. She has completed a childcare qualification to a level 3 and has undertaken other training to support her good practice. Therefore, she is able to focus on children's learning and her own quality of teaching, to support children's achievement over time. Her robust self-evaluation identifies where she is in her practice, in order to target her plans for improvement and consequently, demonstrates her drive and commitment to improve her practice. Additionally, children are further safeguarded and their care and learning improved as she increases her own skill base.

The childminder works well with parents to ensure a consistent approach to the children's care and development is maintained. Through sharing information, observing and assessing the children she minds, she is fully aware of what children can do and is able to support and build on their skills and knowledge to support their good progress over time. Consequently, her quality of teaching is given high priority to support children's overall learning and development in order for them to reach the early learning goals. The childminder is fully aware of the need to work with other agencies should she need to although, no children attend any other setting or receive support from other agencies at this time.

### **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>	307749
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	886239
<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>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/12/2011
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate  
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