

Inspection date	13/12/2013
Previous inspection date	31/03/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has a friendly approach resulting in children forming secure attachments with her, as a result, children are happy, settled and enjoy themselves in her home.
- The childminder is clear of her role in safeguarding children and is aware of the action to take to ensure children are protected, should she have any concerns regarding their welfare.
- The childminder has developed strong relationship with parents to provide a consistent approach to their children's care needs.

It is not yet good because

- The linking together of the observation, assessment and planning processes for children's future learning does not focus strongly enough on teaching, to fully support children's progress to best effect.
- The childminder is less effective at asking open questions to encourage older children to think about what they are doing and extend their learning further.
- The information gained from evaluation of the childminder's practice is not used to target clear plans for improvement to ensure teaching improves.
- Some resources, for very young children, are not consistently made available for them to make choices, at all times, to enhance their own learning further.

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 dining room, viewed 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 childminder'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 1993. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in the Green Lane area of Blackburn and 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. She collects children from local schools and pre-schools.

There are currently five children on roll, two are in the early years age range and attend for a variety of sessions. There are three school age children who attend before and after school. The childminder is open all year round from 7.30am to 6.30pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information gained from the observation and assessment of children's progress, to consistently inform planning and shape learning experiences for each child matched to their identified next steps, to further their learning and improve quality of teaching
- improve the quality of teaching by focusing on skilfully questioning children in order to reshape tasks and encourage children to think about what they are doing.

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

- strengthen and improve the arrangement for the evaluation of the setting by using information gained to set clear and accurate targets for the continuous development of the provision, to improve the quality of teaching for all children
- review how resources, especially sensory resources, can be made more accessible to younger children to further develop their independence and choice.

Inspection judgements

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

The childminder has a generally sound understanding of the Statutory framework for the Early Years Foundation Stage to enable her to plan a broad range of activities for all children. These suitably capture children's interests and help them make steady progress within the development milestones for their age. She has developed positive relationships with the children in her care and she understands how they learn. Children enjoy their time with her and she supports them in their play as she sits with them and talks about what is taking place. However, she is less effective at supporting older children's learning with a well placed question to extend their thinking and their learning. Although, the childminder has improved her observation and assessment of children and is linking this to the planning, she is not focusing enough on her teaching to always reshape tasks and consistently match activities to children's identified next steps for their development, for them to make better progress in their learning. Therefore, the quality of teaching is variable.

The childminder is successful in engaging with children as they play. She provides an environment that allows for all prime areas of play to be covered, this she does through resources and the activities provided. She takes children out into the community where they learn to socialise, play together, share resources and find out about the world around them. Children delight in dancing to the music, demonstrating their physical skills, with the baby showing excitement by bouncing up and down, smiling and laughing, obviously enjoying the musical experience. The childminder introduces counting, colours and shapes with the older children, as she awakens their interest in mathematics. She reiterates what is taking place in the role play as the children make cups of teas and act the role of the adult. The childminder introduces new words to describe walking in the rain, for example, splash and splosh. Therefore, children are developing their listening skills, widening their vocabulary and making sense of what is taking place around them. Through colouring and early writing children are practising those skills necessary for their future learning. Consequently, they are being suitably prepared for the next stage of their learning and progression onto school.

Relationships with parents are established. The childminder works appropriately with parents on their child's care and educational needs as she discusses their child with them. Parents complete the registration form so children's starting points at the childminder's are identified. Questionnaires are sent out to parents and this combined with the comprehensive information displayed, they are kept up to date with what is taking place with their children whilst at the childminder's home.

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

The childminder is warm and caring resulting in children's emotional well-being supported. She takes an interest in what children are doing and consequently, they are happy and enjoy their time with her. Children are confident and their behaviour is generally good for their age and stage of development. They listen to the childminder and demonstrate their good manners, such as when sitting at the table eating snack. The childminder uses lots of praise telling children how good they are and how well they have done, as she builds their self-esteem and values their contribution. The childminder builds appropriate relationships with parents in order to promote a consistent approach to their care and to

ensure they feel valued. Consistent daily routines support children's feelings of security as they learn that some things stay the same and begin to understand the passage of time.

The home environment is safe and secure and through a strong understanding of safeguarding, children are able to play safely and securely. Although, in the main, children are able to make choices about what they want to do from the wide range of toys and equipment, and therefore, suitably promoting their independence. That said, for younger children, this is not as well thought out to enable them to reach some resources so they can support their play further. Additionally, access to the more sensory type resources is less well planned for to enable very young children to explore and further develop their natural curiosity at all times.

The childminder, through various opportunities and activities, helps children to develop an understanding the importance of healthy lifestyles. She ensures they take part in outdoor activities to promote their physical development. They go for walks to the park and delight in opportunities to find out what they can do and learn to manage risks, as they climb and use large equipment. The childminder provides a suitable diet for the children as they enjoy the home made meals, for example, chicken and pasta. At snack time, they enjoy fresh fruit and toast with their drink of milk. The childminder uses anti-bacterial gel to clean hands and talks about children about being clean, consequently, promoting their understanding of germs and cleanliness. Therefore, children are developing those skills necessary to aid a smooth transition for when they move onto other provisions, for example, pre-school and school.

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

The childminder has a suitable 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 fully aware of her role in ensuring children are safeguarded and is confident of the action she must take to protect children. Supporting policies, for example, child protection, are in place to ensure she is aware of whom she must contact to report any concerns to regarding children in her care. She has procedures to ensure her home is safe and these include the assessing of the security of the premises, the assessment of risk to children and the monitoring of the toys and equipment to check their safe storage and continued suitability for children and to keep them safe.

Since the last inspection the childminder has improved her knowledge of the Statutory framework for the Early Years Foundation Stage. She has appropriately addressed actions and recommendations that were set and has begun to introduce new ways of working. She has forged links with the early years development service and is seeking training to further improve her skills and her quality of teaching. Improvements in planning and assessing of children is developing well, although, she is not making the best use of the information gained to provide a more consistent approach to furthering children's learning at all times.

The childminder demonstrates a positive approach to the continuous development of her

practice. Her self-evaluation has enabled her to identify where she is in her practice in order to identify what she needs to do to improve. However, plans to measure and sustain these improvements are less robust. Therefore, while progress is being made it is not always as rapid as it ought to be. Through the suitable monitoring of children's progress she is able to provide a curriculum that focuses on playful and enjoyable activities to ensure children are working comfortably within the typical range of development for their age. Additionally, any identified gaps in children's learning and development can be speedily addressed and planned for. The childminder works well with parents and partnerships are secure. She has information displayed for them to view and through daily discussion she keeps them up to date with they are made aware of their child's time with her.

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	301552
Local authority	Blackburn
Inspection number	887270
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	31/03/2011
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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