

Inspection date

Previous inspection date

28/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children are making steady progress in their learning and development and are supported appropriately by a knowledgeable childminder. They behave well because she is an effective role model who manages their behaviour through positive methods, such as praise for good manners and achievements.
- Parents are very happy with the well organised, flexible and personal service.
- The childminder interacts well with children, extending their vocabulary and supporting them to participate in discussions. Children, therefore, develop good language, social and communication skills, which support their future learning.
- The childminder provides a varied home-cooked diet for children that helps them to enjoy a social mealtime and understand good health.

It is not yet good because

- Risk assessments do not fully recognise potential hazards in the garden. Also, the indoor and outdoor environments are not checked regularly to ensure risks are removed or minimised.
- The links with other early years settings are not fully established, so children do not always receive effective continuity in their learning and of care.
- The childminder does not always make the best use of the many good quality resources she has by setting up the environment to target children's current interests and keep them motivated and engaged.

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 and interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder. These included children's learning records and the policies and procedures and risk assessments.

Inspector
Linda Shore

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 husband and child aged three years in a house in the Feniscowles area of Blackburn. The whole of the ground floor, one bedroom and bathroom on the first floor and the rear garden are used for childminding.

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

There are currently nine children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that the use of the garden is thoroughly risk assessed to identify all potential risks to children's safety and carry out regular checks in all the areas that they are able to access to remove and minimise risks, so that children are able to play safely
- develop a two-way flow of information with other early years settings to share information about children's progress and achievements, in order to complement children's learning in school
- improve the use of resources by using information gained from observation and assessment, to provide a more stimulating environment that encourages the characteristics of effective learning by appealing to children's current interests.

Inspection judgements

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

The childminder has an enthusiastic approach to childminding and provides a warm, welcoming environment for children to play and learn. She has a sound understanding of the learning requirements of the Early Years Foundation Stage and this translates

appropriately into practice. The childminder makes frequent, detailed and astute observations of children at play and uses this to assess their development levels. She is fully aware of the progress check at age two years and will complete this as required. The childminder keeps a record of children's learning and these learning journeys provide a useful record of their time with the childminder. Next steps in children's learning are relevant and adult-led activities are planned to help children progress. However, the childminder does not always plan activities, the environment or resources based on children's interests. This means that children do not always display the characteristics of effective learning by directing their own learning through keen investigation and exploration, to ensure that they are making the best progress towards the early learning goals.

The childminder promotes children's language and communication skills well. She talks to the children and they talk together. She asks questions to encourage conversation. The childminder gives children time to process questions before answering. For example, they discuss children's favourite character and build the conversation as they play. This helps children extend their vocabulary through links to familiar and personal events by giving them interesting reasons to communicate. Displays of children's artwork and photographic displays of their activities help them reinforce their learning, remember their experiences and build a sense of achievement. They develop a love of reading as they listen to the childminder read stories in an animated manner. Children develop their fine motor skills as they manoeuvre small figures into the toy fair ride. They learn about the world they live in as they act out their recent trip to a Chinese restaurant and practise early writing skills as they take orders from their menu.

In addition to the children's daily diary records, the childminder talks to parents on a daily basis to keep them informed about their children's day and their developmental progress. They can view their child's learning journey at anytime and are encouraged to continue children's learning at home through suggested activities. The childminder does not currently have any need to work with other professionals to meet any specific needs of the children. However, she has experience of working with children with special educational needs and/or disabilities and the knowledge to engage any support required to ensure children are ready to progress to school or nursery.

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

Children enjoy warm and caring relationships with the childminder in a welcoming environment. They clearly feel safe and secure with the childminder. However, this is not fully borne out in practice as risk assessments are not effective enough to ensure children's safety. For example, the risk assessment of the rear garden does not identify hazards, such as the positioning of the slide where children can fall onto rocks or the difficulties supervising young children on the various levels. In addition, regular checks are not carried out with regard to the hazards that have been identified. Consequently, some hazards have not been removed or minimised, such as litter in the garden and exposed electrical sockets.

Some resources are set out for children to play with and others are freely available to

children in accessible storage, allowing them to make independent choices about their play and build confidence. However, the childminder does not make best use of the many good quality resources available by targeting children's current interests to keep them motivated to learn and engaged in activities. Children have access to fresh air daily as they visit parks and walk to the local school. The rear garden provides opportunities to children to play with sand, building sand castles and knocking them down. They can slide and climb for exercise and investigate the creatures in the bug hotel to learn about the world they live in.

Children learn good eating habits as they sit at the table to eat and are reminded to use good table manners. Very young children are learning about healthy options as they enjoy eating healthy snacks, such as fresh fruits. Meals are healthy and plentiful and the menus are available on the kitchen wall, so that parents are aware of the planned meals. They learn sound hygiene practices by washing their hands before eating using anti-bacterial wipes. The childminder is a positive role model and shows respect for children as she meets their needs. For example, young children are asked if she can wipe their nose before doing so. Children's behaviour is well managed as they are praised for their achievements and work well together. They attend local toddler groups, where they socialise with other children and adults. Parents are happy and children settle quickly and are very happy in her care, developing their confidence. The childminder discusses children's care needs with parents and is flexible in the way she meets individual needs. This helps children become emotionally prepared to move on to school when the time comes.

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

The childminder demonstrates a good knowledge of the procedures to follow should she have any concerns about children in her care and who to report any concerns to. She demonstrates an appropriate knowledge of the Early Years Foundation Stage and her role and responsibilities as a registered provider. The childminder has a wide range of well-written and fully understood policies and procedures that she applies to offer an appropriate service.

The childminder reflects on her practice and has a realistic understanding of her strengths. She also reflects on the educational programme to ensure all areas of learning are covered. The childminder has a strong desire to provide high quality childcare. She places high importance on personal development and is well qualified and experienced. As a result, she has built upon her knowledge of children's development and is identifying some weaknesses and areas for improvement, such as providing even more culturally diverse resources to ensure children understand their world.

The childminder works flexibly in partnership with parents to meet children's needs. Parents are highly complimentary of the service provided. She frequently talks to parents about children's well-being, learning and development and provides information on their progress. The childminder completes a daily record of the children's day to ensure parents are fully informed and adds ideas to support children's progress at home to provide

consistency and reinforce learning. She collects children from the local school and pre-school and receives information about the children's well-being. However, these partnerships are not yet secure enough to enhance children's learning through the exchange of developmental information to enable both the childminder and the other providers to implement a cohesive approach for children to make the best possible progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment at least once in each calendar year and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	EY465777
Local authority	Blackburn
Inspection number	931447
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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.

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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