

Inspection date

07/02/2014

Previous inspection date

03/10/2011

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 2

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 good knowledge and understanding of how young children learn and ensures all children make good progress in their learning and development.
- Children are happy, settled and motivated to learn. They enjoy playing in the playroom where they use favourite resources and take part in a wide range of stimulating activities.
- The childminder has developed effective relationships with parents. They are kept informed of their children's ongoing care and learning needs.

It is not yet good because

- Specific aspects of the safeguarding and welfare requirements are not fully met, such as the failure to notify Ofsted of the changes which have affected the space available for childminding.
- Children's medical needs are not fully supported. This is because there are inconsistencies in how information is shared with parents in relation to administering medication.
- There is scope to extend reflective practice, in order to focus on involving parents in this process and on improving opportunities to further develop children's independence skills.

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 children's participation in activities and interactions with the childminder, in the playroom and other areas used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation and a selection of other policies and records, including evidence of suitability and qualifications, risk assessments and written safeguarding procedures.
- The inspector also took into account the views of parents and carers from written comments on the childminder's parents' survey information.

Inspector

Hilary Boyd

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and 10 years in a house in Eccleston, Chorley. The whole of the ground floor of the childminder's house is used for childminding, including a downstairs toilet. The rear paved garden is available for outdoor play. The childminder accesses local toddler groups, areas of interest and she collects children from the local schools. The family has two dogs as pets.

There are currently five children on roll, two of whom are in the early years age group and they attend for a variety of sessions. She operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years. She holds an appropriate early years qualification at level 3. She is an accredited member of an approved childminding network and 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:

- implement consistent procedures for the administration of medication, including obtaining written prior permission from parents before administering medicines and review the ways used to inform the child's parents, so that this occurs on the same day, or as soon as reasonably practicable.

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

- increase opportunities to extend children's independence skills, for example, provide further opportunities for them to participate in daily routines, such as preparing snack and consider how they can initiate their own play experiences in the outdoors
- strengthen and improve arrangements for the evaluation of the provision by considering further, ways to gather parents' contributions and set clear targets for the continuous development of the provision, to improve the quality and consistency of effective practice.

Inspection judgements

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

The childminder's knowledge of how to promote children's learning and development is secure. She effectively implements this knowledge to plan activities that successfully promote children's learning through play. The childminder understands the importance of working in partnership with parents and gathers comprehensive information about children's starting points, individual interests and needs. This helps the children to settle happily in her care. Regular observations of children's progress enables the childminder to identify their stage of development and inform plans for the next steps in their learning. These plans are closely linked to children's individual interests and help them to acquire the skills and motivation to learn successfully. In addition, children are introduced to new experiences based on a range of planned predictable interests. These experiences raise their awareness of other cultures, festivals and aspects of the natural world. The childminder has developed good skills, knowledge and understanding of the characteristics of effective teaching and learning. As a result, she fully supports children's learning as she is aware of how young children learn and uses this knowledge to effectively plan and enable young children to develop. Therefore, the quality of teaching is good.

The childminder is successful in engaging with children as they play. She organises the environment in the playroom that allows for all prime areas of learning to be covered within the continuous provision of accessible resources. This enables children to make independent choices in their play from the range of resources stored in clear storage boxes around the playroom. The childminder has begun to make use of environmental print, to raise the awareness of early literacy with older children. She models language and provides children with lots of opportunities to use language for communication. For example, the childminder names resources and asks open-ended questions, which encourage children to think and practise their developing language skills. She is aware of children's interests in specific books and understands the importance of repetition in supporting communication. The childminder routinely extends children's vocabulary, introducing new words through adult-led activities and everyday experiences. As a result, children's communication and language skills are well supported. The childminder introduces older children to early mathematics as she encourages early counting and playing with colours. For example, children enjoy mixing two colours to create a different colour. Children's interest in numbers is extended, as parents are encouraged to take books home that contain numbers and can be shared with their children. This allows parents to participate and extend their child's learning at home.

Relationships with parents are well established. The childminder works closely with parents as she shares information on their child's learning needs on a daily basis. Children's files are made available to parents at anytime. She demonstrates through discussion how she works in partnership with others to ensure children's learning and development is fully supported. For example, as children move onto school, their file and assessments are shared, this helps to promote smooth transitions. Consequently, they are prepared for the next stage of their learning and progression onto school.

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

The childminder provides a warm, caring and stimulating environment where children are happy and demonstrate a sense of belonging within the home. They are interested in the range of resources provided by the childminder and are, therefore, confident to explore their surroundings in the playroom. The childminder knows the children well and uses this knowledge to meet their individual needs through positive and supportive interactions. As a result, she has established a secure relationship with them. This is demonstrated well as young children are confident to express themselves. The childminder works closely with parents to ensure all relevant information about children's care and learning needs are gathered prior to them starting. She has reviewed systems, which enable her to share daily information with parents. Consequently, she now uses a daily log to record children's participation in activities, including details of their individual care routines. However, robust procedures are not in place to ensure that written permission from parents is consistently obtained prior to the administration of medicines. The childminder can demonstrate through discussion that parents are aware of the medicines given to their children and this helps to minimise the impact on children. However, children's medical needs are not yet fully supported through robust and accurate systems that ensure parents are always fully informed.

Children's self-esteem is developing well as the childminder praises their efforts and achievements. The childminder is a positive role model for children's behaviour and is courteous and shows them respect and warmth through positive interactions. Children are curious and interested in their surroundings. They are attentive to the childminder as they listen to discussions and explanations given by her routinely through the day. For example, young children show an interest in the photograph display, which the childminder lifts down to enable them to view it more closely. She uses appropriate language to enable children to recollect their participation in different play experiences resembled in the different images. This promotes their thinking skills as they recall the names of the animals, which they creatively made during a planned activity aimed at raising their awareness of nocturnal animals. The childminder listens to their contributions and values their views, thus, raising children's levels of self-esteem and self-confidence. Therefore, children are developing the skills necessary to ensure they are emotionally prepared for their transitions onto the next stage of their learning.

The childminder encourages children to develop an awareness of how to promote their own safety when in her care. For example, she gently reminds them to be mindful as they follow one another around a small space indoors. The childminder, through various activities, helps children to develop an understanding of the importance of healthy lifestyles. She provides a suitable diet for the children and allows them to select their choice of food. The childminder ensures children have opportunities to go outdoors on a daily basis. They enjoy playing outdoors in the fresh air, walking to collect their siblings from local schools and making use of the local area. These opportunities help them to play together and find out about the world around them. The childminder organises the outdoor space, which provides children with opportunities to predominately develop their larger physical skills. For example, they enjoy moving their bodies around the space as they stamp in puddles and play in the sand-pit creating a new home for the dinosaurs.

However, children's independence is not always fully supported. For example, they are not able to independently access sufficient resources outdoors, in order to achieve high levels of engagement and they do not increase their self-help skills during daily routines, such as at snack time. Therefore, opportunities for children to take responsibility and do things independently are overlooked.

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

The childminder demonstrates a satisfactory level of understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Since the last inspection, she has reviewed her written procedure to safeguard children to include reference to the Local Safeguarding Children Board's guidance and procedures. Written procedures include the appropriate use of mobile telephones and other electronic devices, which safeguards the children from inappropriate practice. The childminder demonstrates through discussion, she has a sound understanding of the steps to take should she have a concern about the safety or well-being of a child in her care. She has procedures to ensure her home is safe and these include the assessment of risk to children and the monitoring of equipment to check they are appropriate. Attendance on relevant training has raised her knowledge and understanding in minimising potential risks within the provision. The childminder demonstrates an adequate knowledge in her understanding of when Ofsted must be notified of events. However, she has failed to inform Ofsted of the changes made to the space available to children, following building work carried out to extend the home. However, on this occasion the impact on children is minimal as effective risk assessments were carried out both during and on completion of the building work to maintain children's safety and well-being.

The childminder fully understands the learning and development requirements of the Early Years Foundation Stage and ensures that she is meeting her responsibilities in all areas. She has reflected on her use of observations, assessments and planning to ensure that she has a good knowledge of children's individual progress as they work towards the early learning goals. The childminder plans purposeful and developmentally appropriate activities, which challenge children and engage them in learning. As a result, children are interested in their planned play experiences and positive interactions help to prepare them for the next stage in their learning.

The childminder demonstrates a positive approach to the continuous development of her practice. She has attended a number of courses to develop her knowledge of the Early Years Foundation Stage and has subsequently used this additional knowledge to inform her practice. Regular support and advice given by the local authority has enabled her to work through a series of action plans and as a result, she has achieved accreditation. The childminder works well with parents and gathers their views about her provision using a local authority survey. Parents' written comments taken from the most recent parents' survey, provides positive feedback, such as 'the childminder always goes that extra mile to accommodate parents' and she is 'warm and nurturing towards the children'. Although, information gathered from parents is positive, the childminder has not yet been able to use their contributions to improve the overall quality of the provision.

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

Unique reference number	EY396631
Local authority	Lancashire
Inspection number	821937
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	03/10/2011
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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