

<b>Inspection date</b>	20/01/2014
Previous inspection date	18/04/2013

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

- Overall, the childminder uses good teaching methods because she asks open-ended questions to extend and support children's critical thinking. She gives children time to think and gives clues to children to help them recall past events.
- The childminder provides a secure environment to enable children to feel safe, as a result, they can explore and investigate in their environment.
- The childminder's self-evaluation and commitment to extending her knowledge through training, enables her to clearly identify areas of her provision she feels could improve.
- Partnerships are effective and information is shared regularly with parents. This enables parents to better support their children at home and ensures effective two-way communication between the setting and home.

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

- Some resources are plastic and lack in imaginative value. Therefore opportunities to challenge children's imaginations with open-ended and natural resources are not fully explored.

## 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 spoke with the childminder and children at appropriate times throughout the day.
- The inspector observed the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector looked at documentation including safeguarding, risk assessments and attendance records.
- The inspector observed activities, looked at children's development records and discussed children's progress with the childminder.

## Inspector

Jenna Geggie

## Full report

### Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven and nine years in a house in Leyland in Lancashire. The whole of the ground floor and the rear garden is used for childminding. The family has a dog and a cat as pets.

The childminder attends a toddler group and activities at the local community centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently six children on roll, of whom, three are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. Advice and support is gained from the local authority.

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

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

- review the quality of resources available to children, reducing the amount of plastic resources and opting in favour of more open-ended and natural resources in order to better challenge children's imaginative play.

## Inspection judgements

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

The childminder confidently uses her knowledge of the Early Years Foundation Stage to ensure that children are achieving in their overall development. She has a sound understanding of child development and uses this to effectively plan accurate and precise next steps for all children. She records this information in children's development files, along with photographs of them engaged in activities. All children make good progress in their learning and some children make excellent progress in relation to their developmental starting points. The childminder has systems in place for gathering specific information from parents about children's learning and development on entry to the setting when new children begin attending.

The childminder uses a tracker to monitor the progress which children make while attending her setting. She uses the information to plan activities, which span the seven areas of learning and development and ensures activities provide a good level of challenge to support children's progress. The childminder has systems in place to complete the

progress check at age two when necessary. Daily verbal and written exchanges of information help to ensure that parents are kept informed of what their child has done each day and their achievements. Information is shared with other settings which children attend. This information is recorded in the children's daily diaries so that parents are kept informed of any information shared between settings about their child's learning and development. This helps to better support parents to complement their child's learning at home and actively encourages parents to share what they know their child can do at home.

The quality of teaching is consistently good and sometimes outstanding. The childminder strikes an appropriate balance of adult-led and child-initiated activities and intervenes sensitively in play where appropriate. Children benefit from the childminder's positive and encouraging approach to learning. She gives children prompts to remind them of past events, gives children time to think and speak and praises children for their efforts. Children benefit as the childminder sensitively intervenes in their supermarket role play. She says, 'look, the green light is on the credit card machine that means you have enough money to pay for your shopping'. Children respond by telling her that the red light means there is not enough money to pay and one child squeals with delight as he tells everyone, 'I'm a real shop keeper now'. The childminder reinforces learning by talking about the price of items from the 'supermarket' and children play cooperatively as they pay for their items and receive 'change'. This encourages children's imaginative skills and teaches them valuable lessons to help them understand the world. The childminder uses the plastic money to encourage children to count and together they count to 10 as they 'pay' for their items. The childminder meets the children's individual needs as she skilfully questions, interacts and plays with them, sitting at their level and talking to them throughout the activity. This effectively promotes their learning and holds children's attention.

Children benefit from a plethora of resources which they can access independently. The childminder is on hand to promote learning and uses the available resources to support children's development and independence skills well. This ensures that they are gaining vital skills in preparation for the next stage in their learning and as they move to school. Conversely, many of the resources available to children are plastic and lack in imaginative value. For example, the play food is plastic and resembles the purpose for which it is intended without challenging children to think imaginatively. Consequently, there is scope to improve children's imaginative play by having more natural and open-ended resources which encourage children to make links and have their own ideas.

Children use their positioning and connecting schema as they choose to play with dominoes. The childminder promotes their mathematical skills by encouraging children to count the dots on one of the dominoes. She praises children for counting correctly and challenges more able children to count the dots again when she joins another domino to the first. Children express pride in their achievements as they shout '12' and return to the activity to count more dots on the dominoes. Children learn to practise fine motor skills and early writing as they concentrate on colouring in an intricate snowflake shape. The childminder effectively supports children to follow their interests as she regularly gives them choice on what outing they would like to go on. Children are enthusiastic and their voices and opinions valued. The childminder often plans outings to play centres, local parks, libraries and groups, such as soccer mites and clever tots. She confidently explains

that the soccer mites group helps promote the boys' listening and attention skills as they enjoy the ball games and exercise at the group.

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

Children form secure relationships with the childminder and are very comfortable and relaxed in her presence. As a result, they are inquisitive, confident individuals who readily engage with others. For example, they are quick to greet and approach the inspector and ask if they can have a turn using the touch screen tablet. The children quickly adjust to the presence of an unfamiliar person and soon happily resume playing. The childminder has established warm and professional bonds with parents and contacts them via text message or phone call throughout the day to exchange information. The childminder is alert to the busy lives of parents and describes how using mobile phones to share information is the most convenient method for parents. The childminder works collaboratively with parents and gets to know children's home routines well. For example, she details how she is sensitive to children's sleeping patterns as she knows their families leave for work early and so the children will have been awake for a long time before entering the setting and tire easily. This helps the childminder meet children's individual needs and successfully manage the transition, for children, from home into the setting.

The childminder uses storage cupboards to rotate resources so that children always have exciting new resources to play with. She makes the most of the available space to ensure children have space to be active, play freely or have quiet time. Tables and chairs enable children to have a place to sit and eat, while also engaging in table-top activities, such as art and craft. The childminder ensures that toys are safe to use and clean. Resources are placed within all children's reach. Children go on daily outings to ensure that they have access to fresh air and can practise using gross motor movements outdoors. Fresh drinking water is available throughout the day and is easily accessible to all children. The meals and snacks served are healthy and nutritious and the childminder uses a good system of positive reinforcement which encourages reluctant eaters to try more healthy foods. For example, the childminder offers an extra slice of malt loaf to children if they eat all of their fruit. This strategy is successful as children quickly eat their fruit in order to get their reward. The childminder is keen to foster children's independence through encouraging children to do things for themselves. As part of their daily routine, children wash their hands after messy activities and before meals. Children automatically head towards the bathroom door and stand by the basin to wash their hands and they know that hand washing is important in getting rid of dirt and germs. The childminder also encourages children to participate in self-care skills, such as fastening their own shoes and putting their own coats on. She knows it is important for children to acquire these skills in order to prepare them for school and their next stages in learning.

The childminder has appropriate behaviour management systems in place. Children are confident to express their views, knowing that these are respected. The childminder deals with undesirable behaviours swiftly and provides explanations as to why it is important to share with others. The childminder also helps children manage their own feelings and behaviours. For example, when a tired child begins to have an outburst of emotion, she calms him by giving cuddles and speaking in a soothing and gentle manner. This helps

children to control their emotions and rationalise their feelings. Older children are spoken to about the importance of sharing and why it is kind to share toys with one another. Children are encouraged to help with tasks, such as tidying up toys after they have finished playing with them and again, reasons are given as to why it is helpful. The childminder regularly praises children's efforts and achievements, helping to foster their confidence and self-esteem. Children are encouraged to take controlled risks and manage their own safety through guidance and support provided by the childminder. For example, children are reminded to walk inside rather than run and to sit on their chairs so that they do not hurt themselves by falling off. Children learn about road safety both outside the setting when on outings and also indoors through play. For example, while playing indoors with a small world car and traffic light sign, the children remind the childminder who is pushing the car along to stop when the sign is showing red. The game continues as the childminder stops and goes according to what sign the children hold up. One child holds up the red sign and says 'you must stop so that the children can cross the road'. This means that children are developing a good understanding of the world and keeping safe in their environment.

### **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 Early Years Foundation Stage. She has a sound understanding of what would give her cause for concern and what action she would take to promote children's welfare. She conducts thorough and regular risk assessments of the environment where children play. Around the setting, there is a wealth of safety equipment, such as smoke alarms, fire blankets, high up locks on doors, stair gates and socket covers. The childminder knows that it is good for children to have exposure to some controlled risks and demonstrates how she supports children to do this. She details in particular how she keeps children safe when using outdoor play equipment. For example, by drying off wet equipment, providing a mat for children to dry their shoes off before climbing up steps on the slide and through effective child supervision. Although there are stair gates present throughout the setting, the childminder details how she does not need to keep them closed at all times as children are taught how to keep themselves safe when using the stairs. The childminder has a good knowledge of the risks that medication poses. She stores medication properly, ensures parents sign forms if children have had medication prior to arrival at the setting and details procedures for dealing with children who may fall ill in her care. The childminder's documentation is well organised and policies and procedures are shared with parents. As a result, parents are well informed about how the childminder protects their children and this is reflected in parental feedback letters.

Parents highly rate the service the childminder provides, they praise how happy and settled their children are and how much they look forward to attending. Parents report how they 'trust the childminder implicitly' and how well she has 'fostered my child's behaviours with kindness and compassion'. Parents also comment how well the childminder has advised them on sensitive subjects, such as behaviour management at home. The childminder has a good understanding of her service and confidently identifies her strengths and areas for future improvements. She has implemented past areas for

improvement, for example, by investing in training. The childminder has attended a variety of courses, such as safeguarding training, risk assessment training and observation, assessment and planning training. This is reflected in the quality of the service she provides to the children and has helped to equip her with the skills and knowledge she needs to keep up to date with legislation changes and provide a high quality service.

The childminder understands the importance of networking with other childminders and details how they disseminate newly learnt information to each other. The childminder also values the need for the children in her care to mix with other children who are cared for by fellow childminders and takes the children to playgroups together. The childminder uses networking as an opportunity to seek advice from other childminders if needed. For example, she was given a list of helpful activities regarding speech development and implements the given strategies to better support the children. She is aware of the importance of working with others in order to meet the needs of each child and is able to seek advice and support from other professionals or agencies if she needs to.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY393615
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	947011
<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>	18/04/2013
<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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