

Inspection date	19/02/2014
Previous inspection date	12/05/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 gives children a warm welcome, they engage freely with her and their actions show that they feel secure in her care. She works suitably with parents to ensure there is a two-way flow of information that supports continuity of their care.
- The childminder provides a varied home-cooked diet for children that helps them to enjoy a social mealtime and understand good health.
- The childminder is clear about her role in safeguarding children and is aware of the action to take should she have any concerns regarding their welfare.

It is not yet good because

- The childminder does not consistently take full account of children's abilities and interests to plan activities. Children have fewer opportunities to become involved in activities that challenge them.
- The childminder's teaching is not consistently good and she does not always promote good communication and language skills when interacting with the children. Therefore, children do not make better than satisfactory progress.
- Healthy lifestyles are not routinely promoted through good hygiene practices as children do not learn to wash their hands at appropriate times in the day.
- Risk assessment is not thorough enough. As a result, the childminder fails to consider the potential hazards presented by children's access to the stairs and use of the changing mat.

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.
 - The inspector held conversations with the childminder throughout the inspection.
 - The inspector sampled children's observation and assessment records.
- The inspector checked evidence of the childminder's suitability and qualifications,
- risk assessments, policies, procedures and the childminder's self-evaluation documents.

Inspector

Linda Shore

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 in the Padiham area of Burnley in Lancashire. The whole of the ground floor, one bedroom and the bathroom on the first floor and the rear garden are used for childminding. The childminder has a cat as a pet.

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

There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3 and is a member of the local childminding network.

What the setting needs to do to improve further

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

- use what is known about a child's abilities and interests to tailor activities and the environment, so that children engage more readily and are suitably challenged by what is offered
- improve the quality of teaching by ensuring that interactions with children promote good communication and language skills, for example, through using correct English words and extending children's sentences
- ensure that risk assessment successfully identifies all potential risks to children in the early years, particularly regarding access to the stairs and the disinfection of the changing mat and that all such risks are minimised.

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

- promote healthy lifestyles by encouraging children to wash their hands before eating and after going to the toilet.

Inspection judgements

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

The childminder provides some appropriate levels of stimulation for children and she supports them to make some progress in their learning and development. She observes the children at play and this gives her an awareness of where they are in their development. She provides generally suitable activities for children and this keeps them occupied purposefully some of the time. However, the childminder does not plan consistently well for individual children because she fails to take sufficient account of their interests and abilities. This means that, although, children are willing learners, they sometimes flit between activities without engaging meaningfully in any of them. As a result, children make satisfactory rather than good enough progress in their learning and development from their individual starting points.

Although, some children's concentration is fleeting, the childminder gives them her time and attention in play and conversation and children welcome this attention. However, teaching is not consistent as the childminder misses opportunities to promote children's communication and language and extend their learning through quality, timely interactions. For example, by reflecting children's attempts with correct English words, such as 'banana', when children say 'nana'. Older children read stories to the toddlers but the stories are not routinely linked to children's interests to encourage them to listen and pay attention. Children attending are under two-years-old and the childminder focuses with some success on their physical and personal, social and emotional development. The childminder maintains open communication with parents and this keeps them informed about children's activities when they are in her care and supports their ongoing learning at home.

The childminder makes a moderate amount of good quality learning resources available for children's unplanned learning, although, they sometimes need help to access the box. She knows to duplicate resources, to limit incidents of conflicts and frustration between children and this goes some way to helping them learn to behave appropriately. Children use these resources freely and use them to initiate their own play. As a result, children have the basic skills they need for their next stage in learning. The childminder routinely takes children to activities outside of the home. This provides opportunities for children to socialise with others and this increases their social skills and confidence. It also adds some variety to their learning experiences. For example, although, the childminder does not make full use of her garden to support children's learning, they develop their physical skills when they visit the local park and toddler groups where they climb, run and improve their balance.

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

The information that the childminder gains from parents goes some way to helping her to meet children's personal needs during their settling in period and contributes to a base-line assessment of children's abilities and interests. The childminder has positive

relationships with all the children; she responds quickly to their needs and this promotes their emotional security. Overall, the childminder demonstrates a positive attitude to equality and she treats children with equal concern. She provides developmentally appropriate resources, some of which show positive images of cultural diversity. The childminder uses these to raise children's awareness of people's differences. The childminder's behaviour management methods suit the children's understanding well. Children are learning right from wrong and the childminder is teaching them to share and take turns. They learn when they have done well, because the childminder praises their attempts. Children show their positive response to this with smiles, words and gestures. The childminder is supporting children appropriately to progress from individual activities to joint play. For example, as she shares with children and models good manners and behaviour to them. This is useful preparation for children in readiness for school.

Children learn some aspects of self-care for a healthy lifestyle. They are introduced to healthy foods, such as fresh fruit for snacks and healthy ham and salad wraps for lunch. They enjoy milk to drink and yoghurt after their meal. The childminder offers an alternative if children refuse their meal and ensures they are well nourished. The childminder does not always promote good hygiene habits. For example, she does not always encourage children to wash their hands before eating or minimise the risk of cross-infection by always cleaning the nappy changing mat after each use.

The childminder does not make full use of the learning opportunities that her garden offers. Children are not taken into the garden regularly. They get some fresh air and exercise during walks to local places of interest, such as the local park, shops and toddler groups. The childminder uses outings to the park, to develop children's understanding of safety. She teaches them about road safety and safe behaviour on outings. However, the childminder does not take all of the necessary measures to safeguard children well in her home. She has taken precautions in relation to fire safety; she has a fire evacuation procedure on display and practices it with children. However, she is not careful to make sure that children are always safe around the stairs.

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

The childminder understands her responsibility to safeguard the welfare of children in her care. She has completed safeguarding training and is clear about what to do if there are concerns about children's well-being. The childminder demonstrates the confidence to take appropriate action if necessary. She takes some appropriate safety measures, such as for fire safety and with the use of suitable safety seats for children when they eat. However, her use of risk assessment is not thorough; particularly pertaining to identifying the possible risk of cross-infection by not cleaning the nappy changing mat after each use and children's open access to the stairs when the childminder leaves the room. The childminder maintains the documentation required to safeguard children and for the appropriate management of her provision well. Policies and procedures are concise and effective and records are well kept.

The childminder helps children to make sound progress in their learning and development.

She does this by offering an acceptable range of activities and outings. However, she does not make the best use of information from her observations of children. For example, by planning activities to take sufficient account of children's individual learning needs and interests. The childminder's planning reduces her ability to make consistent good use of her resources for the benefit of all the children. For example, she does not realise that children who do not concentrate well on some adult-initiated activities may benefit from planning the learning environment to meet their individual interests and needs. The childminder is aware of the requirement to complete progress checks at age two years and has completed training in the past to assist her with this. She intends to seek further advice from the network co-ordinator when the time arises. Parents praise the childminder and are happy with the care that she provides for their children. She sends children's files home for parents to go through and logs when this has happened. The childminder also works with parents to extend their learning at home. For instance, she lends books to parents to support children's current needs, such as tooth brushing. Along with daily two way discussion this means that all parents and the childminder work together to meet children's individual needs.

The childminder shows some ability to improve her practice. Since the last inspection, she has initiated a self-evaluation process and she is beginning to identify some areas for development. For example, she has completed additional training on the revised Statutory framework for the Early Years Foundation Stage and safeguarding training since her last inspection. She is now seeking further training to help her to reflect on her practice and she acknowledges that she needs to improve her use of assessment and planning so as to support children's learning further.

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	EY401743
Local authority	Lancashire
Inspection number	781720
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	12/05/2010
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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