

Inspection date	25/02/2014
Previous inspection date	12/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Children are happy and feel secure within the childminding provision as strong relationships are formed with the childminder.
- Teaching is good because the childminder fully understands how to promote children's learning. As a result, all children make good progress in their learning.
- The childminder's calm and child-centred approach helps children to feel at ease and enjoy their time in her care. Children eat a good variety of healthy meals, and access different outdoor play experiences, which benefit their health and well-being.
- The childminder has a good understanding of safeguarding and welfare requirements, therefore, children's safety is effectively promoted.

It is not yet outstanding because

- Ways to encourage parents to share more detailed information about children's learning and development before they start is not yet fully obtained. Therefore, this information does not contribute to the assessment of children's starting points.
- There is scope to refine the formal tracking methods the childminder uses further, which formally records the progress children make over time.

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 carried out in the play environments set up in the dining room, the living room and the outdoor play area.
- The inspector spoke with the childminder and interacted with the children, at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documents, children's records and parent's written comments.
- The inspector looked at a selection of documents, including risk assessments, safeguarding policies and checked evidence of suitability of the childminder and her husband.

Inspector

Hilary Boyd

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged four years in the Penwortham area of Preston. The whole of the ground floor, the bathroom and spare bedroom on the first floor and rear garden are used for childminding.

The childminder either walks or uses public transport to access local amenities, such as shops, the library, parks and carries out planned outings on a regular basis. She attends local parent and toddler groups.

There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.45am to 5.45pm, Tuesday to Friday, except bank holidays and family holidays. The childminder supports children who speak English as an additional language. She holds a relevant level 3 childcare qualification and is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- extend opportunities for parents to contribute to the initial assessments about what children already can do at home and use this shared knowledge to fully identify children's starting points
- enhance methods for tracking children further as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how children learn. She uses this knowledge extremely well to enable children to make good progress through discerning teaching. The childminder's use of observations captures significant moments of children's development, which improves her knowledge of individual skills and abilities. She effectively uses this information to consider children's individual skills, interests and abilities and plan appropriate next steps to support all children to make good progress. Therefore, effective planning means that children are motivated to learn through purposeful, stimulating and challenging activities. The childminder understands the

importance of working in partnership with parents and gathers information from them, which predominately focus on children's care routines. However, there is scope to improve the information obtained from parents, to build a clearer picture of what children can already do as they start and would, therefore, enhance the completion of assessments further. The childminder has completed the progress check at age two for relevant children and formal tracking documents are used to record their ongoing progress. These records are effectively shared and completed with parents. When children attend another early year's provision, the childminder shares relevant information with them. As a result, effective systems ensure children make good progress, in relation to their starting points and the exchange of information between the childminder and others helps prepare them for the next stage of their learning or for school.

The quality of teaching is good and occasionally outstanding. The childminder has a thorough understanding of how to promote the learning and development of young children and as a result, children make very good progress across the seven areas of learning and development. She successfully promotes children's communication and language skills through a range of effective strategies. For example, when the youngest children make utterances or babbles during their play experiences, she reinforces early language skills as she repeats these words. She uses stories, songs and rhymes to promote speaking and listening skills. For example, children snuggle up close to the childminder and actively listen and join-in as they share a pictorial book together. Children respond to her cues during the activity as they fill in the gap of the missing word, point and make utterances of familiar objects, or repeat the sound which the childminder makes, therefore, raising their awareness of communication skills. Good links with parent's means that she works closely with them in order to support children who have English as an additional language. For example, she shares with them the sounds which children make during their play, which helps her understand the interpretation of these. Children are introduced to concepts of mathematical awareness during their play as the childminder sings familiar counting rhymes and routinely counts objects as she positively interacts with children. The use of environmental print, which include familiar words, numerals and shapes, provide further opportunities in raising children's awareness of early mathematics.

Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social skills and physical development. For example, she rotates visits to these groups which provide opportunities where children carry out music and movement activities or rhyme time sessions. She supports and encourages children's good physical skills, providing many opportunities for energetic play in the back garden, at the local parks and regular visits to local areas of interest. Children enjoy being outdoors and they show high levels of interest and curiosity as they explore the wide range of accessible resources. The youngest children enjoy using their whole bodies to climb in and out of the car or repeatedly climb up and down the slide. The childminder enhances children's experiences outdoors through planning and the addition of resources based on their interests and stage of development. For example, children enjoy exploring the texture of the moon sand as they use a wide range of utensils, which promote hand-eye coordination. As a result, children are given good opportunities to develop their physical skills through effective outdoor play experiences.

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

Children are cared for in a warm, welcoming, homely environment where they feel safe and secure. They form strong relationships with the childminder and interact with her as she joins in with their play experiences. Settling-in procedures are effective in helping children to feel secure and are tailored to meet the individual needs. For example, the childminder uses her knowledge of children's interests in dolls and prams to ensure these are accessible. This helps children settle and become familiar with the childminding provision. Partnership with parents is strong and information gathered from parents enables her to support and meet children's individual care needs effectively. As a result, children settle well in the childminder's care and home and form positive relationships with childminder and each other.

Children's self-esteem and self-confidence is developing well as the childminder routinely offers praise as she recognises their efforts and achievements. She promotes good manners and respectful behaviour, as she acts as a positive role model with gentle reminders in supporting children in developing their personal and social skills. As a result, children's behaviour is good. Children develop effective independent self-care skills as the older children visit the toilet under the close supervision from the childminder. Youngest children demonstrate their growing awareness in developing their self-care skills as they actively seek their out footwear before going outdoors. The childminder raises children's understanding of caring for their bodies, such as, chatting about what clothes to wear in different weathers and the importance of good personal hygiene. The childminder provides home-cooked food and healthy snacks of fruit to promote their consistent understanding of healthy eating. Children's dietary and cultural preferences are obtained from parents during the settling-in process. As a result, individual needs are fully embraced. Children are developing awareness in how to manage their own safety around the home and while out and about. For example, the childminder supports and supervises toddlers as they manoeuvre around the play space and supports older children to learn about road safety when out. Children regularly practise the fire evacuation procedure to ensure they are fully aware of the procedure to follow in an emergency. Therefore, children remain safe.

The childminder's home is effectively presented to enable children to move comfortably from one area of the ground floor to another. They make use of both rooms as they confidently explore the stimulating play environment. She provides an excellent range of age and stage appropriate resources, which empower the youngest children to initiate their own play experiences. For example, the youngest children use their chosen toy mobile to act out imaginary play. A low table enables children to come together as they participate in daily routines, such as, mealtimes and at adult-led activities, such as creative play activities. Children are actively encouraged to make choices and decisions over their learning. They are provided with resources, which are stored in clear plastic boxes around the main play environment in the living room. The youngest children enjoy climbing into these boxes after they spend time emptying out the contents. The childminder's range of accessible resources is an asset to the service she provides and they promote children's active participation as they play and explore their play environments. Children have opportunities to learn about other cultures and beliefs as the childminder provides a range

of activities and experiences. For example, she enhances her range of outfits in the role-play area with the addition of costumes reflecting other cultures. This helps children to value and respect others.

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

The childminder has a good level of knowledge and understanding of the Statutory framework for the Early Years Foundation Stage, which enables her to support children's learning and to implement the safeguarding and welfare requirements. The childminder has a good understanding of local safeguarding and child protection procedures. She has attended training to ensure that she can protect children and knows what to do if she has a concern about a child in her care. She has developed clear policies and procedures and a summary of these are given to parents as children start. These are discussed in detail during the settling-in procedures. The childminder ensures that children's safety is promoted through regular supervisions and daily safety checks of her home, garden and all outings carried out, these include regular trips to the library and parent and toddler groups. The childminder holds a valid first aid certificate and has clear procedures in place for the safe administration of any medication, including long-term medication is well-documented. In addition, clear procedures are in place to record accidents, incidents, and complaints. Consequently, the childminder effectively safeguards children.

The childminder is fully committed to provide children with high quality care and education. She regularly reflects on and evaluates her practice to achieve ongoing improvements. She fully understands the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and ensures she is meeting her responsibilities in all areas. She evaluates and monitors planning and assessment procedures as she reflects on the range of the documentation used to record how children learn and develop while in her care. She has a good knowledge of children's individual progress towards the early learning goals and plans purposeful and developmentally appropriate activities, which sufficiently challenge children and motivate them in their learning. Although there is scope to further enhance the way in which she records the progress children make during their time in her care.

The childminder maintains a good two-way flow of information with parents and carers through daily discussions, daily learning journal and formal assessment records. This ensures that parents are fully aware of how their children's learning and care needs are met. Strong relationships with parents and other providers of early years provision have been forged by the childminder, enabling those involved in children's lives to provide continuity of care and a shared approach to promoting their learning. Parents have completed questionnaires in the past and recent comments gathered collectively state the appreciation of the care and support provided by the childminder.

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	EY375002
Local authority	Lancashire
Inspection number	849745
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	12/12/2008
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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