

Inspection date

03/03/2014

Previous inspection date

06/01/2009

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

- Children are safeguarded well because the childminder has a sound knowledge of child protection issues and how to deal with concerns.
- Children are happy and settled. They confidently follow familiar routines and the childminder provides lots of praise and encouragement to promote their good behaviour.
- The childminder observes children during their play and accurately assesses their progress. Therefore, children make satisfactory progress.
- Children learn how to be independent as they are encouraged to help tidy up the toys and select play resources for themselves. Therefore, they are gaining some of the skills they require for their next steps in learning, including school.

It is not yet good because

- Self-evaluation is not firmly embedded and does not take into account the monitoring of the childminder's own procedures and practices in order to contribute to and promote children's good health.
- The childminder does not collect sufficient information from parents to establish children's starting points across all areas of learning at entry.
- Opportunities for younger children to play and explore with natural resources are limited. Consequently, children have fewer learning experiences to develop their exploratory and investigative 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 held discussions with the childminder, assistant and children throughout the inspection.
- The inspector observed the children playing in the play rooms and kitchen area.
- The inspector looked at children's learning records and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the day and written feedback.

Inspector

Susan Hawitt

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children, in a suburb of Preston, Lancashire. The whole of the ground floor, upstairs bathroom and an enclosed outdoor play area are used for childminding. The family has a dog 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 14 children on roll, nine 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. She holds a National Nursery Nursing Examination Board certificate and is a member of the Professional Association for Childcare and Early Years. The childminder is registered to work with an assistant.

What the setting needs to do to improve further

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

- ensure the childminder and children follow appropriate hand washing procedures when attending to children's personal care and before mealtimes to avoid the risk of cross-contamination
- ensure the childminder follows her own policies and procedures, for example by removing pet food from areas that can be accessed by children.

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

- extend self-evaluation to ensure the childminder monitors the overall organisation on a routine basis to keep children safe and well cared for and promote their good health
- strengthen the information already gathered from parents when children first start by for example, collecting information regarding children's learning and development so that planning for children's uniqueness is maximised
- extend opportunities to further support babies' exploratory and investigatory skills by providing more natural and open-ended type resources, such as corn flour and wet and dry sand.

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

The childminder provides a suitable range of activities and resources that generally promotes children's development in all areas of learning. This helps to support children to make progress towards the early learning goals. Children generally enjoy their time at the setting and are occupied, although on occasion activities are mundane and lack a good level of challenge. For example, opportunities for children to engage in open-ended activities are limited. Consequently, there are missed opportunities for children to explore, investigate and think critically. Nevertheless, the childminder knows the children well and overall provides activities that will generally interest them. However, in some cases she does not always pick up on children's specific interests from what she sees and knows about the children. For example, children are interested in the cars and trucks, but these are not always available for children to explore and extend their play. The childminder does not always obtain information from parents about their child's starting points or the progress they are making towards the early learning goals when at home. This does not support her to effectively plan for children based on their individual needs and stage of

development. Nevertheless, she knows the children well because she observes children regularly during play and uses this information to accurately assess their progress. The childminder completes progress checks at age two to inform parents and other professionals of children's individual progress. Observations and assessments are collected in children's learning journals, which also contain annotated photographs of the children participating in activities and examples of their work. The childminder shares these with parents on a regular basis.

The childminder helps children to gain the skills they need in readiness for school. She builds up their confidence by providing lots of praise and encouragement during activities. She interacts with them encouraging conversations, therefore supporting their communication and language skills. For example, as children show an interest in a television programme, the childminder will say words like, 'octopus' and 'ray fish'. She speaks slowly and clearly with an emphasis on initial letters, she encourages the children to repeat the words, as a start to early phonics. Children are able to make choices and are confident to ask what they want. For example, they will ask the childminder for help with a puzzle. This also helps them to further develop their self-esteem and confidence by knowing their request will be acknowledged. Children are developing their physical and self-help skills because the childminder encourages them to practice putting shoes and coats on and off. Children have the freedom to move between rooms at the childminder's house this further supports their physical development. For example, children who are not yet walking will use any means to support their standing and walking. For example, they will pull themselves up on the sofa or the childminder's leg and practice their walking using a push-along toy.

The childminder speaks to parents on a daily basis to keep them informed about their child's care and the activities they have taken part in. Each child has a daily diary which is also used to share information with parents. However, procedures to fully involve parents in identifying children's starting points and for sharing ongoing observations of children's learning both at the childminder's and at home are not sufficiently embedded. This hinders the ability of the childminder to work more closely with parents to fully support their children to make continued progress in their learning and development.

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

Children develop a strong bond with the childminder and her assistant, who they call 'Nana', because she is caring, kind and spends time getting to know the children. She knows the children and families well, therefore they feel safe and secure in her company and demonstrate a close, trusting and affection towards her. She obtains information from parents about the children's care and welfare needs to ensure continuity of care. As a result, children's emotional well-being is supported. She effectively supports parents' routines with young children's toileting by having flexible routines and encouraging children's efforts at independence when the time is right. However, hygiene practices are not always adhered to. For example, hand washing and wiping equipment between nappy changes is not consistent. Adults' expectations are not always high enough. For example, not all children are expected to wash their hands before eating their lunch. Consequently,

there are missed opportunities to teach children the importance of good hygiene procedures to stay healthy and safe.

The childminder does not always remove pet food in a timely manner. Consequently, it is present and accessible to children. Nevertheless, children begin to learn how to keep themselves safe through instruction and activities with the childminder. This includes, practising fire drills so that children know what to do in an emergency. The childminder's home allows children plenty of space to move around freely and safely. Children make independent choices about their play and they are supported by the childminder to learn to take turns and share resources. They know to put toys away when they have finished with them to minimise the risk of accidents. As a result, children are thoughtful of others, take care of resources and feel a strong sense of pride. The childminder has a sound understanding about promoting positive behaviour. She praises and encourages children as they play, boosting their self-esteem and confidence.

The childminder is committed to supporting children in their transitions to ensure that they are emotionally ready for the next stage in their learning. She shows a good understanding of the necessary skills children need to have to help with their move to school or nursery. For example, children develop their social skills and independence as they enjoy mealtimes with their friends. For example, children are adept at using a fork and spoon when eating their lunch. Children receive support to learn to put on their coat and shoes and recognise and write their own name. Children accompany the childminder to school which allows them to become familiar with the surroundings.

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

The childminder has a reasonable understanding of the Statutory framework for the Early Years Foundation Stage. She has attended safeguarding training and knows the action to be taken following any welfare concerns. The safeguarding procedure is up to date with the recent changes implemented by the Local Safeguarding Children Board. Risk assessments and daily safety checks are carried out for all areas used by the children. However, pet food is left out in the kitchen area which is accessible to children. Consequently, this is a breach of the childminder's own policies and procedures. The childminder has completed training in first aid and completes all the necessary paperwork relating to accidents and medications. As a result, children and families are secure in the knowledge that safety procedures are followed.

The childminder has a suitable understanding of the learning and development requirements. However, teaching requires improvement because the childminder does not always provide enough opportunities for children to develop their exploratory and investigative skills. The childminder has sound systems in place to record observations, assessments and planning next steps for each child. Consequently, she can track the progress children are making and this is shared with parents. However, she does not collect sufficient information from parents at the start to ensure children's learning needs are clearly known. The childminder receives support from the local authority and regularly

meets with other childminders. As a result, she shares ideas and strategies to help improve her provision. Self-evaluation does not take into account the monitoring of the childminder's own policies and procedures. As a result, care practices are not consistently applied to promote children's good health.

The childminder works in partnership with parents to ensure they are aware of their children's achievements. They say, 'I give her five thumbs up' and comment on the progress their children are making, especially their social skills. The childminder is aware of the importance of establishing partnerships with other providers so that children receive continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	308556
Local authority	Lancashire
Inspection number	867813
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	06/01/2009
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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