

<b>Inspection date</b>	29/01/2014
Previous inspection date	30/06/2010

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

#### **This provision is good**

- Very young children show they are happy, settled and have developed a good relationship with the childminder.
- Relationships with parents are strong and enable a consistent approach to ensure their children's care needs are met.
- The childminder is confident of her role in safeguarding children and is aware of the action to take to ensure children are protected, should she have any concerns regarding their welfare.
- The childminder support children's learning and development because she has a good understanding of how young children learn and develop.

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

- Young children have limited access to explore print and make links independently which means their understanding is not always maximised.

## 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 looked round areas of the childminder's home used for childminding purposes.
- The inspector observed children and their interaction with the childminder.
- The inspector looked at a range of documentation. This included children's records, policies and procedures.
- The inspector took account of the written views of parents.

## Inspector

Sandra Harwood

## 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 partner and two children, aged six years and four years, in a house in Euxton, Chorley. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, park and places of local interest on a regular basis. She collects children from the local schools. There are currently nine children on roll, of whom five are in the early years age group and attend for a variety of sessions. The childminder holds a qualification at level 3. She offers care for older children before and after school and during the holidays. She operates all year round from 7am to 7pm, Monday to Saturday, except bank holidays and family holidays.

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

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

- use print at lower levels to enable the very young children to understand that it carries meaning, for example, by labelling the boxes where their toys are stored, in order for children to begin to make links between the letters, words and the contents of the boxes.

## Inspection judgements

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

The childminder has a good understanding of how children learn. She successfully provides very young children with a wide range of balanced play and learning opportunities which meet their individual needs and interests. As a result, the quality of teaching is good and children make good progress in their learning and development. This is supported by the effective use of a learning record, where the childminder records observations, track children's development and plans successfully for their next steps in their learning. The records are shared with parents and incorporate their feedback. She works closely with parents to ensure that children settle well and gathers information from them regarding children's starting points and capabilities, to ensure she meets their individual needs effectively. The childminder and parents share information through verbal exchanges and a daily contact sheet. This helps them to know how their children spend their day and enables them to be involved in their children's learning. The childminder engages very young children in active learning, encouraging them to notice what is happening and to succeed through trial and error. This lays the foundations for effective learning and develops their readiness for school.

Children begin to learn about the local and wider community through regular visits to the

shops, park and local places of interest. Children's social skills are developing as they regularly attend sessions at a local group, where they meet and engage with larger groups of children. This helps prepare them for the eventual move to nursery or to school. They have opportunities to explore using their senses, such as through messy play and music. The childminder plans a broad range of topics and activities which include developing their understanding of the wider world and events, such as Chinese New Year, when children use paint to depict their own 'Chinese' writing. Very young children are acquiring skills in early mathematics because the childminder uses numbers when she talks to them as they build towers with bricks.

Young children enjoy positive interaction with each other as they sit together at snack and lunchtime. The childminder actively meets children's individual needs. For example, when very young children show an interest in joining friends at the table, in preference to sitting in a high chair, she supports this by asking if the child wants to 'join friends at the table'. Through the use of encouragement and praise a next step is achieved and pride in this achievement is shown. The childminder fosters children's communication and language skills as she offers a running commentary for children while they engage in building with bricks. Children laugh as the bricks fall down and the childminder makes comment. Children respond to what is being said and repeat some familiar words. They show visitors their snack of banana and proudly tell them what it is. The very young children have access to a range of books and sit with the childminder to read stories. However, she does not always make the most of opportunities to begin to show them that print carries meaning and how books work.

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

Children are happy and settled because the childminder is welcoming and gives them lots of praise and encouragement. As a consequence, the children develop their sense of trust and well-being. They seek reassurance by a smile or cuddle and happily engage with the childminder as they play. The childminder knows children and their families well and has good relationships with the children, so they feel safe. Written feedback from parents comment that their children 'really enjoy being with the childminder', 'they are really developing good social skills', and 'she cares for my child very well'. The children's self-esteem is promoted, as the childminder uses age appropriate and clear explanations and sets consistent boundaries which are realistic. As a result, children are beginning to understand the concept of acceptable behaviour. The childminder is continually getting down to the children's level and is on hand to encourage cooperation, as the very young children learn about sharing and turn taking. She uses distraction effectively, for example, she offers an alternative toy to push when more than one child wants the shopping trolley. With encouragement and explanation, this allows both children to have toys to push and extend their play, as they each take their toys for a walk around the room. Children are beginning to demonstrate their growing independence, as they make choices from a wide range of suitable and age appropriate equipment. A wider range of toys are available and rotated to ensure all children have access to what interests them.

Children's emotional well-being is well supported through a gradual settling-in process.

The childminder works with parents to ensure that everyone feels happy as they enter her care. The younger children accompany the childminder as she takes older children to school. This familiarity helps to begin to prepare them for eventual transition to nursery or school. Young children are beginning to develop an awareness of safety, as the childminder takes precautions through the use of correct equipment both in the home and when out in the community. Children are learning good hygiene practices through their daily routine. For example, they are beginning to understand that they need to wash their hands, as the childminder has established this routine well. The children's health is further promoted through a range of freshly prepared, healthy snacks and meals. Children are encouraged to take regular drinks throughout the day and therefore they begin to understand their own needs for a drink. Regular outings to the park or walks in local woodland, offer children the opportunity to develop their physical skills. A range of indoor activities, such as musical movement or soft play, further support children's growing understanding of the importance of regular exercise.

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

The childminder confidently demonstrates a robust understanding of how to protect children in her care. For example, she is well aware of her local procedures for child protection and knows who to call should she be concerned. Areas used by the children are well organised and enable them to move around freely and safely. The childminder conducts thorough risk assessments to help her ensure children's safety in her home and on outings. To protect children from potential dangers the childminder has put effective safety devices in place throughout her home. The childminder is very clear about her responsibility to meet the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage.

The childminder has a positive attitude to providing good quality care and learning. She is a reflective practitioner and uses feedback from parents to help her to adapt her practice to suit the needs of children in her care. The childminder has gained a higher qualification since her last inspection. This has led to an increased knowledge and understanding of how to accurately assess the progress children are making. As a result, she confidently identifies and assesses the stage of development of each child and plans to meet their individual development needs and learning styles. She keeps her knowledge up to date through liaising with the local authority. She meets with other childminders to share good practice and uses the internet to keep informed about changes in practice and legislation. This enables her to better support children. The childminder makes good use of guidance documents and relevant training and support, to check children's development and guide her planning.

The childminder works positively with parents to effectively meet the care and developmental needs of children in her care. Daily verbal and written exchanges enable both parties to share what they know and discuss any individual needs. Parents are clear about the childminder's practices because they receive copies of the policies and procedures. The childminder has a very clear secure understanding of the importance of

partnership working. For example, she is proactive in sharing children's learning when they attend other providers. Any children who need additional support are identified through the progress check at age two and the childminder knows how to access support and advice from other professionals.

### **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

<b>Unique reference number</b>	EY394147
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	949061
<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>	4
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30/06/2010
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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