

Inspection date	10/03/2014
Previous inspection date	11/12/2008

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

- Children are happy and demonstrate they feel safe and secure in their surroundings because the childminder has warm relationships with them. The children and childminder sit together and they invite her to join in with their play.
- The childminder establishes good communication with parents to keep them informed about the events of the children's day and to involve them in their child's learning and development.
- Children are well safeguarded because the childminder is secure in her knowledge of what to should a concern arise about children in her care. The children's welfare is well supported because the childminder carries out regular risk assessment for the home and outings. She supervises the children well to ensure their safety.
- Teaching is good because the childminder has a very good understanding of how young children learn. She teaches the children by ensuring challenging, play opportunities and experiences across all areas of learning and development. She skilfully adapts activities to ensure all children have the opportunity to join in and promote their learning.

It is not yet outstanding because

- Occasionally children are not always given uninterrupted time to play and explore their ideas.

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 the childminder's interaction with the children in her care.
- The inspector looked around the indoor and outdoor areas that are used for childminding.
- The inspector looked at the children's development files and discussed planning with the childminder.
- The inspector looked at a range of policies and procedures, including safeguarding and parental permission.

Inspector

Sandra Harwood

Full report

Information about the setting

The childminder was registered in 2001 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 13 and 15 years in Euxton, Lancashire. The whole ground floor of the house and the rear garden are used for childminding. The family has fish as pets.

The childminder visits the shops, park and local groups on a regular basis. She collects children from the local schools. There are currently 10 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of Professional Association of 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:

- give the children time to fully explore their ideas as they engage in their independent play.

Inspection judgements

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

The childminder introduces the children to a range of mathematical language in everyday activities. She counts with the children as they decide how many blueberries they have for snack. The childminder helps the children to understand about size and height as they watch the window cleaners and talk about the ladders they use. The childminder has a very good knowledge and understanding of young children's learning and development. She provides an environment that is child-centred and enables the children to freely access a wide range of toys and resources. The childminder offers children activities and experiences that help them to develop a positive attitude to learning and that help prepare them for the next stage in their learning or school.

Parents and children visit the childminder before they start. They spend time playing together and chatting with her. Parents share information about their child to enable the childminder to have a clear picture of the children's needs and stage of development. This enables her to plan activities that capture the children's interest and support their stage of development. This transfers into the children's learning records, which are full of lovely photographs of the range of activities and outings the children take part in. Regular and accurate observations underpin these and help the childminder identify the children's next steps in their learning. They also enable parents be involved as they actively contribute to the regular summaries the childminder provides. This includes the progress check at age

two. Parents and the childminder continue to share information on a daily basis, for example, the daily diaries give comprehensive information about the children's day and include how they have been feeling.

The childminder effectively supports children's communication and language. She repeats and extends their language and asks questions that encourage the children to think and extend their learning. As children and the childminder read stories together, she introduces other resources, such as small world play and puppets, to bring the story to life and enable the children to interact with the story. This helps them with their communication skills. The childminder uses good descriptive words as she helps the children 'wiggle wiggle' their socks on. This helps extend their vocabulary while supporting them as they develop their self-help skills. The childminder uses a range of good teaching strategies to support children's learning. For example, she demonstrates how to soften and mould the clay children are using, to help them make links and understand she talks about how it is similar to dough and the baking. As the children use the clay they use a range of tools to make marks. This is just one way the childminder encourages the children to make marks in a variety of ways, such as paints or pens. Throughout the day the children continually freely access jigsaws and small world play as they follow their independent play. However, the childminder occasionally does not allow the children to complete their learning when they are engaged in their play. This means that on these occasions their learning through independent play is not optimised. The children and childminder enjoy regular visits to the local community and attractions as they socialise and learn about their local community and wider world. The children enjoy music and movement, smiling proudly as they move to the music with the childminder's encouragement.

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

Children show they have a warm, loving relationship with the childminder, who fosters their sense of belonging and security. They happily play alongside each other and invite the childminder or other adults to join in their play. A graduated settling-in process gives the children and their parents the opportunity to get to know the childminder and her home; this effectively supports children's emotional well-being. The childminder successfully continues with this support as the children prepare for school. She completes transition documents, shares information with school and works with parents and children to ensure a smooth transition. The childminder is a very good role model as she sets consistent boundaries and works with parents to support the children's good behaviour. She is sensitive and responsive to the children's needs, feelings and interests, and uses praise and encouragement to nurture their self-esteem and confidence. She is supportive of the children's own efforts to develop their independence, such as washing their hands after activities or before eating. Children freely access a good range of resources that aid all areas of their learning and development. They enjoy the freedom to explore the friendly environment or choose to rest and relax comfortably in the knowledge they are safe.

The children learn about healthy eating as the childminder talks to them as they help prepare the snack, for example, asking children if fruit is healthy. This is supported by

daily access to the outdoors where the children have a range of opportunities to practice and develop their physical skills, increasing their awareness of the importance of exercise. The children also develop their understanding of taking risks in a safe environment, for example, as they use the large equipment in the park. Safety is given priority as children regularly practise fire drills to make sure they understand how to evacuate the house in an emergency. The childminder gives clear explanations about being safe and supports children well as they develop new skills, for example, as they use a knife to cut the fruit. The childminder helps children understand about similarities and differences. For example, she gives age-appropriate explanations when the children notice the cat in the book is carrying her kittens in her mouth, and links this to having no hands to carry but that it does not hurt them.

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

The childminder has an excellent understanding of her responsibility to safeguard children in her care. A robust safeguarding policy and a secure knowledge of who to contact should the need arise help the childminder protect children. All the required clearances for adults living in the childminder's home are in place. The childminder records people entering her home when children are present and ensures the children's safety as she supervises them at all times. There are comprehensive risk assessments in place for within the home and for outings, which further supports children's welfare. The childminder has fulfilled the requirements from the last inspection, for example, she now records parent permission for emergency treatment.

The childminder continually evaluates her provision and demonstrates this through identifying areas that require improvement and how she will address any issues. The childminder gathers feedback from parents through questionnaires. She uses these to inform and adapt her practice to meet the needs of the children who are in her care. This is supported by an effective programme of professional development to help improve her knowledge and practice. For example, she regularly seeks support, advice and training through the local authority. The childminder also consults with other childminders and through her membership of the Professional Association of Childcare and Early Years to ensure her knowledge and practice are up to date. She monitors the children's progress through continually checking that their records show accurate information.

Effective partnerships with parents, external agencies and other providers are well established and actively contribute to meeting the individual needs of children. There are effective arrangements and communication channels for sharing information to ensure continuity of care. There is a range of information displayed within the childminder's home to support parents, for example, the local child protection contact numbers.

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	502171
Local authority	Lancashire
Inspection number	872280
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11/12/2008
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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