

Inspection date	14/02/2014
Previous inspection date	20/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder's good quality teaching, including her lovely interaction and questioning as children make wonderful creations with arts and craft resources, means that children show good levels of engagement and are well-motivated.
- As a result of effectively updating and involving parents in their children's learning, children make good progress as a result of a shared and consistent approach.
- Children are well-behaved, sociable and very independent as a result of an enabling and welcoming environment.
- The childminder gives good consideration to children's safety indoors and outdoors, including reinforcing safety rules to help children learn about dangers and how to keep themselves safe.

It is not yet outstanding because

- The use of the garden is not fully embraced, in order to provide a more rich and varied environment and greater opportunities for children to explore and use a wide range of open-ended and flexible resources that ignite their imagination.
- There is scope to develop partnership working with other providers so that there is a more effective two-way exchange of information in place to fully complement children's learning and experiences they receive in different settings.

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 and care routines in the lounge and kitchen diner.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, documentation and children's records.
- The inspector took account of the information provided in the childminder's self-evaluation document.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 11, seven and four years in a house in the Accrington area of Lancashire. The childminder uses the whole of the premises, except for the master bedroom, and an enclosed rear garden for childminding. The childminder attends groups and visits local shops, the library and parks on a regular basis.

There are currently seven children on roll, two of whom are in the early years age group who attend for a variety of sessions. The childminder takes children to and from the local school. The childminder is open all year round from 7am to 6pm, Monday to Friday, except for 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:

- develop the use of the garden, for example, by providing a range of more flexible and open-ended resources that can be used, moved and combined in different ways to ignite children's imagination, exploration and investigation even further
- strengthen partnerships with other providers to fully ensure a shared and consistent approach to children's learning, for example, by exchanging more precise information about children's individual learning.

Inspection judgements

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

Children clearly enjoy their time with the childminder. They are eager to start playing after being collected from school, as they make choices from a variety of child-accessible toys that create a welcoming environment. As a result of the childminder's very secure knowledge of the seven areas of learning and how children learn, children take part in a good range of purposefully planned play opportunities. These are successful in helping young children acquire the skills and capacity to develop and learn effectively and be ready for their next stages in learning, such as, pre-school and then school. However, there is scope to make better use of the garden, in order for children to explore a more flexible range of open-ended resources which foster the imagination further. Where children are already in reception class, the childminder consolidates their personal, social emotional and physical development and their communication and listening skills. The childminder is clearly aware of children's interests and stage of development, gained

through effective ongoing observation and assessment. This includes identifying children's starting points on entry and targeting their next steps for learning. Records of learning give a useful insight into the good progress children make. The childminder consolidates younger children's learning through interesting first-hand meaningful experiences. For example, as part of a topic about pets, resulting from home-life experiences, this is extended to looking at other types of animals by visiting a farm. Parents are effectively informed about, and encouraged to support children's next steps for learning at home, in order to ensure a shared and consistent approach. They regularly take home their child's record of learning and are encouraged to bring in items, such as photographs, as part of topics. They are encouraged to contribute to records of learning, sharing events, new interests or achievements observed at home.

Children show good levels of engagement, concentration and motivation as they take part in rice play, during which they are able to explore and develop their ideas freely. They show very precise hand and eye coordination as they transfer this into different pots and express great creativity as they turn this into caf role play. As they do so, they delight in introducing a narrative into their play. They are very sociable, actively involving the childminder, who enhances their enjoyment by modelling having fun while taking on the role of a customer. The childminder effectively facilitates children's creativity, while ensuring there is no adult-defined learning objective. For example, she provides a variety of arts and craft materials for children to create their own Valentine's Day cards through combining different media together. During the activity children show excellent literacy skills. They meticulously design patterns with heart shapes and write words.

The childminder sensitively intervenes to help children achieve new things and consolidate their learning without taking over or doing it for them. For example, she supports open-ended thinking and encourages them to solve problems as they work out how to make an envelope for their card. Consequently, she helps children develop their awareness of mathematical concepts. The childminder shows children how to firstly fold a piece of paper in half, which children successfully copy. She then encourages them to predict if the card will fit into this before they secure it with tape. Children compare sizes, calculating that it will fit before setting out to seal the envelope. Children are extremely confident communicators. They readily express themselves, use talk to organise, sequence and clarify their thinking, ideas and feelings. As they do so, the childminder supports them in thinking critically as she skilfully questions them, in order to re-shape tasks and explanations to improve learning. Children effectively learn to value and respect the similarities and differences between themselves and others. They celebrate festivals and are exposed to many positive images of diversity, for instance, through books, small world figures and dolls, which children have helped to name. For example, children researched different Japanese names and jointly came up with their preferred choice. They also develop an understanding of the world and care of the environment and living things as they take part in recycling games and planting and growing.

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

Children settle quickly in the warm and homely environment after being collected from school; they are clearly familiar with routines as they take off their coat and shoes and go

and wash their hands. The childminder enhances the environment with posters and by displaying photographs of children on the petals of an attractive flower display. Consequently, children develop a strong sense of belonging as they talk about and reflect on their learning. The childminder is very warm and friendly in her nature, ensuring children feel comfortable and safe with her. There are effective settling-in arrangements, to help children to form secure attachments with the childminder, especially important for the very young children attending. There is close consultation with parents during this time, in order for the childminder to find out about each child's individual needs, family background, home routines, their likes, dislikes and interests. Consequently, the childminder can provide tailored care in line with parent's wishes and create a secure environment for children, during what can be an anxious time. The childminder ensures continuity of care between her and parents, for instance, by sharing a daily care routine sheet for the youngest children. The childminder supports children's transitions as they move between settings, such as school, by talking to them about what they have been doing and using parents as a communication link. Although, there is less precise information exchanged about children's individual learning, in order to fully support the process.

Children are very well behaved because they are well occupied and are fully involved in making decisions about different aspects of the provision, including what they would like to do. They are sociable, use good manners and play well with each other. Posters reflecting different emotions and rules for good listening, positively support children's understanding of being kind to others, recognising their own and others' feelings and positive behaviour. Children show good levels of independence as they manage self-care tasks, such as independently toileting themselves, managing their own hydration and making choices.

Care routines effectively support children's developing understanding of different practices which contribute to a healthy lifestyle. For example, although the childminder does not currently provide main meals, she provides healthy snacks, in order to help children to make good choices about what they eat. Within her provision, the childminder caters for younger children's individual dietary needs well. Children know why they have to wash their hands, for example, before eating and after using the toilet and how this helps them to stay healthy. Children's understanding is reinforced during role play, for example, as they play shops, talking about foods which are good or bad for them. As children walk to and from school with the childminder, they benefit from daily fresh air and exercise and learn about the positive effects of this on their bodies. Younger children go on outings to feed the ducks and access local parks where they develop confidence in their physical skills and learn how to manage risks appropriate to their age. Discussions around road safety and stranger danger, for instance, help children develop an early awareness of dangers and keeping themselves safe.

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

The childminder has a good understanding of meeting the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage and,

therefore, fulfils her responsibilities. As a result, she effectively promotes children's safety and well-being and ensures they take part in a variety of play experiences that effectively support their learning and development. The childminder has introduced a more precise system for monitoring children's progress, in order to effectively identify and seek early intervention for children who may require additional support. The childminder places a strong emphasis on safeguarding children and promotes the efficient and safe management of her childminding service through her well-organised routines and effective record-keeping systems. For example, she keeps an accurate record of children's daily attendance and a weekly attendance rota, in order to ensure and confirm that she maintains adult to child ratios at all times. The childminder keeps her knowledge of child protection issues updated through access to training. She is able to identify a range of potential indicators of abuse or neglect and has clear written procedures to follow, in order to seek advice promptly to promote children's welfare. Good steps are taken to ensure the environment is healthy, safe and secure through robust risk assessments for the home, garden and outings, including taking children to and from school. Consequently, accidents are minimised well, including through good supervision levels.

The childminder demonstrates a good commitment to the continuous improvement of children's achievements over time, having made good progress since her last inspection. She keeps up-to-date with current practice by attending information sessions, receiving updates through emails and newsletters due to being a member of a professional childminding association and linking with her local authority advisor. The childminder has a childminding portfolio set up, as part of her systems for gathering evidence and evaluating her practice, in order to identify key plans for the future. These include, for example, becoming accredited in order to provide funded nursery education, creating a vegetable patch in the garden and distributing recently devised detailed questionnaires to parents. Although parents are actively encouraged to share their views on an ongoing basis, this means that they can share their views more precisely to help the childminder review and shape her service.

Positive relationships are established with parents as children enrol and during their time with the childminder, in order to continually meet children's individual needs. Parents are well-informed about the care and education of their children. Photographs are displayed, a daily care routines form is filled in, there is access to policies and procedures, shared when children enrol, and friendly face-to-face exchanges take place. Through parents and children the childminder finds out what is happening at school and what children are learning, such as topics. However, there is less precise information exchanged about what each provider knows about children's individual interests and next steps for learning, in order to continually complement children's learning and ensure a shared approach. The childminder has a good understanding of working closely with professionals where children have special educational needs and/or disabilities, should she need to do so.

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	EY427590
Local authority	Lancashire
Inspection number	954547
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	20/12/2011
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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