

## Inspection date

Previous inspection date

25/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 quality of teaching is strong because the childminder understands how young children learn. She assesses their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress.
- Children are safe in the childminder's care as she has a good understanding of child protection and safeguarding. Effective risk assessments mean that children are safe, both at the childminder's house and on outings.
- The childminder supports children's emerging speaking skills very well. She provides close interaction, responds to what they do and say and reinforces words during activities to help them learn.
- Partnerships with parents are strong as communication is good. The childminder uses a variety of effective methods of sharing information and gaining parents' views.

### It is not yet outstanding because

- Opportunities to build on children's independence further have not been fully developed to support them in making independent choices in their play.
- Resources that promote information and communication technology are not always available for children to further develop their understanding of this area.

## 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 children's activities in the living room and spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector checked evidence of the childminder's suitability and qualifications and discussed her improvement plan.

## Inspector

Jeanette Brookfield

## Full report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and three children aged 10, eight and five years in Freckleton near Preston. The whole of the ground floor and the first floor bathroom are used for childminding. There is a back garden for outdoor play.

The childminder attends toddler groups and activities within the local children's centre and visits the local shops and parks on a regular basis. There are currently four children on roll, all of whom are in the early years age range and attend for a variety of sessions. The childminder operates from 7.30am to 5.30pm all year round. She is a member of the 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:

- enhance opportunities to further develop children's independence, for example, by labelling toys and resources using words as well as pictures to support them in making confident choices
- enhance the range of resources and activities to support children in their understanding of technology.

## 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 develop and is confident in her teaching. She works closely with parents from the start to support children's learning. The childminder demonstrates a good understanding of the seven areas of learning and knows the children in her care well. She gathers information from parents about what their children are interested in and what they can do at home. This is combined with initial observations to identify children's starting points. Individual learning journals are in place for all children. These are used effectively to identify the next steps in children's learning and assess their progress. The childminder is aware of the progress check at two and is working on implementing this with support from the local authority development officer. She provides interesting and challenging experiences that meet the needs of all children, both within her home and on regular outings. Consequently, children are interested and keen learners and are making good progress in developing the skills they need to prepare them for their next stage of learning, such as moving on to nursery or school.

The childminder encourages children to make choices within their play and responds to what they want to do. Toys and resources are readily available for children as they arrive. However, there is scope to provide greater opportunity for children to make independent choices in their play by labelling storage boxes and drawers with words and pictures. The childminder supports young children's communication skills very effectively. For example, she helps them link words to objects as she continually talks about what she and they are doing. For example, she supports young children in painting their hands and making prints on the paper. She extends their vocabulary by giving the correct words to describe what they are doing. She also provides good opportunities for children to join in familiar songs and rhymes. Young children sing along with the sounds they know in the songs. The childminder is aware that this is age and stage appropriate for the young children and promotes and supports this through lots of encouragement and praise. Children's developing physical skills are supported well. They go to parks, where they exercise, practise climbing skills on equipment and use slides and swings. Children learn about their local community on daily outings as they visit places, such as the shops and toddler groups. The childminder provides art and craft activities to raise children's awareness of various cultural events. For example, children make lanterns to celebrate Chinese New Year.

Rhymes, action songs and games all promote children's use and understanding of numbers. They also use different jigsaws and building bricks that offer various challenges for them in their mathematical development. However, there is room to improve the range of equipment to enhance young children's skills and understanding of information and communication technology. This supports their developing curiosity in how things work. The childminder has established good relationships with parents and keeps them informed about their child's care through verbal feedback and daily diaries with information about the activities they have taken part in. She encourages parents to make suggestions about the setting and is keen to be kept up to date with learning at home. This enables the childminder to effectively build this into her daily planning and ensure a full picture of children's learning and development is achieved. Parents are very positive with the care she provides for their children. They state they welcome the friendly and caring environment she provides for their children in her home.

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

Children are very happy and settled in the childminder's home. This is because she provides a warm, welcoming and stimulating environment where children feel safe and secure to explore and learn. All children form strong bonds with the childminder and are happy and content in her care. She responds well to children's emotional needs and recognises when they need reassurance and comfort. Children are happy to move around the setting exploring resources, and know the childminder is close by to support them if needed. The childminder is aware that children are secure in her care because they are introduced to the setting gradually and supported by herself and their parents. Information is gathered from parents about their child's needs before they start, for example, what children are interested in and their sleeping and eating routines. This helps to ensure a happy, smooth transition between home and her care. She writes children's

daily routines in a diary, which is shared with parents each day. This means any changes in routines are communicated swiftly, ensuring children's needs are consistently well met and their personal, social and emotional development is supported. The childminder teaches children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. She gives them lots of praise and encouragement. This builds their self-esteem and prepares them well for the transition to nursery and school.

Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, she supervises children closely as they carefully negotiate the stairs to the bathroom and learn to use resources safely as they play. On outings the childminder reinforces how to cross the road safely and children know to hold her hand. Children access the local environment on a regular basis and enjoy opportunities, such as visiting the local park to play on the large equipment. This helps children to develop an awareness of the importance of fresh air and exercise. Indoors, children have plenty of space to carry out their activities and move around with confidence.

The premises are clean and safe and the childminder takes good steps to minimise the risk of cross-infection and to promote children's good health. Children are developing a good understanding of the importance of living a healthy lifestyle. They eat healthy snacks, such as fruit and vegetables, and fresh drinking water is readily available at all times. The environment promotes children's independence as toys and resources are made available to them. In addition, they select their own cups when they wish to drink and skilfully feed themselves at mealtimes. Hygienic procedures are followed and children wash their hands before meals and after toileting. This actively supports children's physical well-being and helps to ensure they develop an understanding of healthy lifestyles.

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

The childminder understands her role and responsibility to keep children safe. She has completed safeguarding training and knows what to do and who to contact if she has any concerns about a child's welfare. All adults living in the property have been vetted to ensure they are suitable to work with children. In addition, thorough risk assessments of the premises and all outings are completed to minimise any risks to children. All documentation required to effectively safeguard children and support their welfare is in place and up to date, including children's details and attendance records. The childminder holds a current first aid certificate and is aware to keep written records of all medication administered to children. Consequently, high priority is given to safeguarding children.

The childminder has written policies, which she shares with parents, that keep them informed of her legal responsibilities. She has only been minding for a short time but she has begun to reflect on her practice in order to make continuous improvement for the children she cares for. For example, she has recently set up an electronic system to share children's learning and development files with parents. In addition, she values the contribution of the local authority development worker to support her in making ongoing improvements. She works closely with local childminders to develop her understanding of

good quality childcare. They share and learn from each other's best practice and she has self-identified plans for improvement. This all provides evidence of a commitment to continually improve her provision to improve the service for children.

The childminder demonstrates a good understanding of how children learn, enabling her to plan effectively for each child's individual learning needs. She monitors the observations of children's learning to ensure that all areas of learning are being covered. Partnerships with parents are good and they comment positively about how much their children enjoy spending time in the childminder's care. No children currently attend any other settings. However, the childminder fully recognises the importance of supporting children's next stage in learning by establishing links with local nurseries and schools. She recognises the significance of sharing information with them to ensure continuity of care and learning for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY449020
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	951310
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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