

Inspection date	05/02/2014
Previous inspection date	14/03/2013

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		2
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 show they are happy and enjoy their time with the childminder because they have a warm, secure relationship with her.
- The childminder has a good understanding of how young children learn. This means she offers a range of activities that support and promote children's learning.
- The childminder has positive relationships with parents which supports their children's needs and learning.
- Children are safeguarded because the childminder is secure in her knowledge about what to do should a concern arise.

It is not yet good because

- The childminder's first aid qualification has expired which means that children's welfare is not fully assured.
- The environment does not provide sufficient opportunities for children to make visual links with the mathematical learning they talk about with the childminder, which means some learning is not fully optimised.

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 around the areas inside and outside that are used for childminding purposes.
- The inspector spoke with the childminder at various times throughout the inspection.
- The inspector looked at children's records, other relevant documentation, such as the safeguarding and other policies along with relevant clearance checks.
- The inspector carried out observations on activities that children were taking part in. The inspector observed the interactions between children and the childminder.

Inspector

Sandra Harwood

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for minded children in the home of her mother, in Oswaldtwistle, Lancashire, who is also a registered childminder. The ground floor of the property is used for childminding and this includes a designated conservatory used as a playroom. There is an enclosed garden available for outside play.

There are currently two children on roll in the early years age group, who attend for a variety of sessions. The childminder operates all year round, except for family holidays. Opening hours are Monday to Friday, from 7.30am to 5.30pm. The childminder attends a childminding group and visits parks and activity centres on a regular basis.

What the setting needs to do to improve further

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

- ensure that the required first aid qualification is renewed in a timely manner to ensure that knowledge is always up to date and effective in supporting children's welfare and fulfilling the requirements of the Early Years foundation Stage.

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

- provide more opportunities for children to see and recognise numbers so that they can use these to make links with the mathematical language used during their play.

Inspection judgements

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

The childminder demonstrates a good understanding of how young children learn. She provides a broad range of activities and experiences which promote children's learning across all areas. The childminder observes and assesses children's progress as they play and supports and purposefully extends their learning. While she plays alongside children she effectively encourages their communication and language skills. For example, the childminder supports children's ability to recall information as they talk about their birthdays and describe what they did and who was there. They tell her how they went down the slide and what happened. This is effective in supporting children to learn

conversational skills, while also promoting their personal, social and emotional development. The childminder skilfully promotes children's mathematical understanding as they talk about size, compare shapes and count. However, there are limited visual resources to enable children to see numbers and link these to the things they learn as they play. This means that their understanding in this area is not optimised.

The childminder is aware of children's starting points in their learning because parents complete an 'all about me booklet', as well as discussing what children already know and can do during settling-in visits. Ongoing information about children's development is shared verbally with parents or through daily diaries if requested. This information exchange gives parents knowledge about children's play and their day, so they are able to continue with the learning at home. The childminder carries out regular observations and uses this information to plan next steps in learning for each child. The resources are placed at children's level so they can self-select, investigate and experience things for themselves. These resources include toys, such as, books, dolls and role play that reflect the wider society. The childminder and children attend local groups where they have the opportunity to explore with a different range of resources and begin to socialise with larger groups of children. This helps prepare them for their eventual move to nursery or school.

Children show good levels of concentration and perseverance on self-chosen tasks, such as when they make their family from play dough. They develop good hand eye coordination as they thread. Small world and dressing-up resources sparks their imagination and they readily invite the childminder to join in with their pretend play. Children demonstrate how they consolidate their previous knowledge as they change a baby's nappy; talking to the baby all the time.

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

Children's well-being is supported because they develop warm and trusting relationships with the childminder. They are confident and well-motivated and show they have a secure sense of belonging. Children's individual needs are known because the childminder works closely with parents to gain information and understanding regarding children's requirements. This supports children's emotional well-being as they enter her care. This continues as children and parents prepare for transition on to other settings or eventually to school.

The environment is warm, welcoming and safe where children enjoy their time. However, the childminder has not ensured her first aid qualification is up to date, which means that children's welfare is not fully assured, particularly if they have a minor accident or injury. However, she has booked onto a course to update her knowledge as soon as possible to address this issue.

Children learn about safety on outings as they look both ways before crossing the road. They regularly practice the emergency evacuation plan, which raises their awareness of

what to do in an emergency. The childminder positively promotes children's good behaviour and self-esteem through the use of role modelling and effective use of praise. The childminder promotes children's independence; she allows them time to try things on their own but knows when to offer help. Regular outings to a range of different groups are planned and help develop confidence and tolerance as children become aware of others. The childminder helps develop children's understanding of a healthy lifestyle. Well-established routines for hand washing help children understand about the importance of hygiene. A range of healthy snacks and meals are offered and also introduce children to the important role food plays in maintaining a healthy lifestyle. Children also have opportunities to be active and improve their physical skills. For example, they walk in the local area and practise their climbing skills on equipment at the park or the soft play centre.

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

This inspection was brought forward following a recent visit by Ofsted where the childminder received a notice to improve in relation to ensuring that children are always appropriately supervised. The childminder has taken appropriate action and provided the required information to Ofsted to confirm that minded children are always kept within sight or hearing of the childminder to fully assure their welfare and well-being at all times. In addition, the childminder demonstrates she has a secure knowledge and understanding of how to protect and safeguard children. She is aware of what to do and who to contact if there are any child protection concerns. All the required policies are in place and shared with parents. The childminder discusses and shows a clear understanding of when she should contact Ofsted to inform them of any change, which further supports children's welfare.

The childminder ensures she attends relevant training, for example, to further her safeguarding knowledge. However, the childminder has allowed her first aid qualification to expire for a short period, which is a breach of the legal requirements for the Early Years Foundation Stage and both parts of the Childcare Register. The childminder has taken suitable steps to address this issue by arranging to attend appropriate training as soon as possible and she generally works with another registered childminder to support her overall practice. This along with her previous first aid knowledge offers support for children's welfare and so, on this occasion, there is no significant impact on children.

Self-evaluation is ongoing and takes into account the views of parents. The childminder has positive relationships with parents which makes a strong contribution to meeting children's needs. She has links with other providers and shares good practice through her involvement with the local authority childminding network and through her membership of the Professional Association of Childcare and Early Years. She uses information gathered to monitor her routines, planning and the tracking of children's progress, in order to meet children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- childminders must ensure that they have an appropriate first aid qualification.
(compulsory part of the Childcare Register)
- childminders must ensure that they have an appropriate first aid qualification.
(voluntary part of the Childcare Register)

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	EY418640
Local authority	Lancashire
Inspection number	948963
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	14/03/2013
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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