

Inspection date	31/03/2014
Previous inspection date	08/12/2008

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

- The childminder demonstrates a good understanding of how children learn. She uses effective teaching methods to enhance children's skills and abilities. As a result, children make good progress towards the early learning goals.
- The childminder has a kind and caring disposition and provides a homely, safe and relaxed environment for all children. As a result, children are happy, feel secure and develop a secure attachment with her and her family.
- Arrangements for keeping children safe and promoting their well-being are effective because the childminder has a good understanding of the safeguarding and welfare requirements.
- The childminder is well organised and efficient in managing her childminding business. She is fully up to date with all training, and welcomes professional development opportunities. As a result, children benefit from good quality care and education.

It is not yet outstanding because

- There is scope to provide even more opportunities to strengthen children's independence and understanding of the importance of care practices, by letting them wash their own hands and face after lunch.
- Opportunities for children to be actively involved in story time are not always utilised. Consequently, younger children lose interest quickly.

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 talked to children as they played.
- The inspector held discussions with the childminder during the inspection.
- The inspector looked at a range of documents, including children's assessment records, learning journals and planning documentation.
- The inspector took into account the views of parents from feedback letters and daily diaries.

Inspector

Susan Hawitt

Full report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Euxton area of Chorley, Lancashire. The whole ground floor of the house, with the exception of the conservatory, is used for childminding. Provision for outdoor play is available in an enclosed garden. The family has three pet rabbits.

The childminder attends a toddler group and activities with other childminders. She visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5pm, Monday to Friday, except family holidays.

What the setting needs to do to improve further

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

- enhance the quality of story time sessions by involving children even more, to promote high levels of concentration and to keep their interest in the story, for example, by introducing imaginative resources, visual aids and props
- encourage children's independence further by allowing them to wash their own hands and faces after lunch.

Inspection judgements

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

The quality of teaching is good. The childminder understands how children learn and she uses her teaching skills and experience to support them effectively in their learning. She organises her homely learning environment well by providing a varied range of stimulating, age-appropriate activities to promote children's development across all areas. These are planned with the individual needs and interests of the children in mind. For example, she recognises that some children are interested in superheroes and provides small world figures and paper with their favourite super hero on to encourage creativity and writing. The childminder assesses and identifies the children's starting points and ongoing developmental stages effectively. She undertakes regular observations and assessments of the children, and uses this information to plan for their individual next steps in their learning. The childminder is developing the assessment process further to ensure learning is linked to developmental age bands for all children and that she has an overview of all children's progress over time. The childminder completes the progress

check at age two in a timely fashion. She shares this with parents, carers and other professionals where appropriate. The childminder involves parents in their child's learning when they first attend and on an ongoing basis. The childminder and parents share information about the children's progress and well-being on a daily basis, both verbally and by using daily diaries. This joint approach supports the children well to make good progress towards the early learning goals.

The childminder extends children's thinking and learning by talking to them as she prepares the lunch. For example, she gives a running commentary about what she is doing in the kitchen. Children replicate this in their play by pretending to heat the soup in the microwave. Children's communication and language are supported by the childminder. She has undertaken sign language training and is using the techniques she has learned to support young children's language skills. Consequently, this helps younger children to communicate with the childminder to enable her to meet their individual needs. She encourages the children to sit close and snuggle in at story time, ensuring she gives them her undivided attention. Children are developing a love of books and will choose their favourite book to read with the childminder. However, sometimes children lose interest quickly and props or other strategies are not provided to extend their concentration or support their involvement.

The childminder fully supports children's personal, social and emotional development. For example, there is a display of family photographs which is a focus of conversation. Children take great pride in showing and talking about their families to visitors and each other. The childminder takes children to a variety of groups so their learning can be further extended. For example, they enjoy meeting their friends at the toddler group. As well as accessing additional learning opportunities, this gives children the chance to socialise in larger groups and gain in confidence. Children accompany the childminder to nursery and school, where they have the opportunity to meet staff and become familiar with the environment. As a result, children are developing the necessary skills in preparation for school.

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

Children develop a close bond and secure relationship with the childminder. They demonstrate a strong sense of security and thrive in her care. Children's emotional well-being is fostered through the childminder's relaxed settling-in procedures and supportive transition processes. Parents and children are invited to the childminder's home prior to their child starting with her. This helps the child and parents become familiar with the childminder and other children. The childminder supports parents in their choice of nursery when the time is right, for example, by gathering information from local nurseries and sharing these with parents. Information is gathered from parents about their children's individual needs and routines before they start. This ensures continuity of care and supports their emotional well-being. The childminder recognises when they need reassurance and comfort, and children happily approach her for cuddles and hugs when they are tired.

The childminder teaches children about acceptable behaviour and supports them in

learning how to share and take turns. She takes children to groups and on outings, and as a result, they learn how to adapt their behaviour to different social situations. She gives them lots of praise and encouragement, which builds their self-esteem and confidence. Consequently, this prepares them emotionally for the transition to nursery and school. Children have an increased understanding of how to keep themselves safe due to the guidance from the childminder. For example, they are learning about road safety when on outings. They also take an active part in regular fire evacuation procedures. For example, children use a three-dimensional model of a fire to show where the fire has started, placing the pretend fire in an area of their choice before the evacuation procedure begins.

Children learn good manners with the childminder. She teaches them to say, 'please' and 'thank you'. They behave well because together they establish 'house rules' that children understand. For example, children instinctively take their shoes off, and drinks are allowed in the kitchen area as opposed to the lounge. Even the youngest children follow the childminder's instructions when she gently reminds them of the rules. She promotes healthy eating by offering a variety of healthy snacks. She reinforces the messages by talking to children and encouraging them to try more healthy foods, such as breadsticks, yoghurt and cheese. Other activities include planting and growing their own vegetables and taking them home to eat with their families. Children are encouraged to learn self-care skills from an early age. For example, children are skilful at feeding themselves and taking off their own shoes. All of this gives children the essential skills and attitudes needed for their future learning. The promotion of children's health is given careful consideration. Effective procedures are in place to deal with any accidents. All children have their own towels, which helps to prevent cross-contamination when washing their hands. However, opportunities to promote children's independence even further are occasionally missed. For example, children do not wash their own hands and faces after lunch.

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

The childminder has a good knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has secure procedures in place to follow should she have a concern about a child in her care. She is trained in child protection procedures and keeps up to date with current local procedures through advice from the local authority. She also undertakes robust risk assessments of her home, garden and outings to ensure children are kept safe and secure at all times. The childminder is trained in first aid procedures, which further protects children in the event of accident or injury. A comprehensive range of policies and procedures are applied, which include safeguarding, accident and emergency policies. These are shared with parents and carers, ensuring a joined up approach to children's learning and development.

The childminder has a good understanding of her responsibilities for meeting the learning and development requirements of the Early Years Foundation Stage. She makes good use of observations and she records children's well-being and involvement levels. She takes into account children's interests, ages and abilities when planning future activities.

Children's progress is shared with parents on a regular basis. As a result, children's learning and care is tailored to meet their individual needs. She monitors the activities she provides to ensure children are enjoying the activities and that they cover all areas of learning. She completes the progress check at age two and this is shared with parents and other providers. This gives a detailed account of the progress children are making. Evidence shows she has high expectations of the children and that they show very positive attitudes towards their learning through play. Consequently, they are making good progress towards the early learning goals.

The childminder has positive relationships with parents and engages in daily conversations with them about their children's well-being and progress. As well as verbal information sharing, they also use daily diaries to share information to enhance the consistency of care provided for the children. A vast amount of information regarding how children learn is displayed on the walls for parents to read. The childminder illustrates children's learning in the form of 'learning stories', giving a lovely account of their time with her. These are shared and discussed with parents on a regular basis. The childminder also shares information with other providers of the Early Years Foundation Stage, to fully support the children's learning. She is keen to develop her provision and keeps up to date with current changes. She meets other childminders and the local authority advisor on a regular basis to reflect on practice and share ideas. Consequently, this helps her to identify areas for development and make the changes needed to further improve the provision. Parents are very complimentary in their feedback about the provision. Comments such as, 'I have no hesitation recommending the provision to other parents' and 'Communication is excellent, she cares for children as if they were her own', signify their views.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	307918
Local authority	Lancashire
Inspection number	867776
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	08/12/2008
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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