

Inspection date	01/04/2014
Previous inspection date	30/09/2010

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

- Children show they are happy and enjoy their time with the childminder because they have a warm, secure relationship with her. They make their needs known and enthusiastically invite her to join in their play.
- The childminder has a very good understanding of how young children learn. This means she offers a range of first-hand experiences and activities that support and promote children's good learning.
- Children are safeguarded because the childminder is very secure in her knowledge about what to do should a concern arise. The childminder supervises the children at all times, ensuring they are able to play and explore in safety.
- The childminder creates positive relationships with parents so that they are able to work effectively together to meet the care and learning needs of the children. Daily exchanges of information help to support the children and families changing needs and interests.

It is not yet outstanding because

- The childminder misses some opportunities to extend children's understanding of why it is important to eat healthy foods which means their learning is not optimised.
- There is scope to extend resources or activities which help children understand about diversity and disability.

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.

Inspection activities

- The inspector looked at children's records, planning and other relevant documentation, such as the safeguarding policy and the childminder's suitability clearance.
- The inspector spoke with the childminder and children at suitable times throughout the inspection.
- The inspector took account of written comments from parents.
- The childminder looked round the areas used for childminding purposes.

Inspector

Sandra Harwood

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register. She lives in a house in Ingol, Preston. The ground floor and upstairs bathroom is used for childminding. There is an enclosed garden available for outside play. There are two children on roll in the early years age group who attend for a variety of sessions. The childminder operates all year round, Monday to Friday from 8am to 6pm. The childminder attends the local children's centre, visits parks, local playgroups and local community on a regular basis. The childminder 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:

- extend children's understanding of the importance of a healthy diet, for example, during discussions held at meal times

- extend opportunities for children to gain a greater awareness or understanding of diversity and disability.

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 the learning and development requirements and the importance of creating a firm foundation for learning through developing children's communication and language, physical and social and emotional skills. The childminder uses daily discussions with parents very well to share ongoing information about the children's day and their progress. This means parents are able to be involved in their children's learning. This includes completing and sharing the progress check at age two. The childminder carries out regular observations of the children. She uses these along with information from parents to assess children's progress and identify their next steps in learning. The childminder plans activities which support these. This enables the childminder to follow the children's changing needs and interests.

The childminder provides good support to encourage children's language and communication. She helps the children to make links in language through action songs and movement, role play and through cooking together. The childminder talks to the children and engages the older children as partners in conversation. She offers a running commentary for younger children. This means they develop listening skills and understand how conversations work as she asks questions and gives time for the children to answer. The environment has signs and pictures that take into account the children's interests.

This helps them see print in a variety of ways along with the wide range of readily accessible books they can choose from as they develop their understanding of print and its meaning. The childminder also uses good teaching skills as she extends children's vocabulary, for example, she gives them the correct names of animals so they can use them in their conversations.

Children enjoy their active learning and through good support from the childminder they develop a positive attitude to learning. This is because the childminder plans activities and first hand experiences to help promote a range of skills. As a result, children are building their capacity to learn and this prepares them for their next stage in learning, such as nursery or school. For example, the children concentrate as they paint using a variety of colours, they proudly show their creation when they have finished. The childminder talks with the children about the colours she can see. She extends this as she tells the children her favourite colour and asks the children what theirs is. This enables them to show their understanding of colour and develop their thinking skills in a relaxed fun way. The childminder skilfully introduces children to counting as they count the number of handprints made on the paper. Other mathematical language is interwoven through activities as they play and compare size, such as big and little. The children demonstrate how they use their growing imagination. They place cars under the rug to make a hill and drive the cars over chatting to them as they develop their game. The children's understanding of the local community is well supported as the childminder plans a number of experiences for them. There are some resources that help children develop an understanding of the wider world, however, limited resources and activities around disability and cultural differences mean that children's understanding is not optimised. There is a good balance between child-initiated and adult-led activities. The childminder skilfully supports and extends children's learning and development. She listens actively, joins in and understands when to sit back and enable children to discover on their own.

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

Children benefit from a spacious environment which enables them to freely, independently and confidently make choices and decisions. They select what they want to play with, or seek the help of the childminder to access another resource. The childminder's warm, open and fun interactions support the children and they respond positively. The children show their security and trust as they seek reassurance when visitors enter but soon accept them through the childminder's encouragement and they continue with their activity and conversations with her. The childminder works closely with parents to gain information and understanding regarding children's requirements. As a result, the childminder knows the children and their family's needs very well. This allows her to support the children's emotional well-being as they enter her care. This exchange of information continues during their time in her care and as children and parents prepare for transition to nursery or school this support continues. For example, the childminder accompanies the children on visits to the school at the parents' requests and works with the school to share information.

Regular outings to a range of different groups and places, such as the beach or park for

picnics, are part of the children's routines. This fosters children's social skills, builds self-confidence and develops some awareness of their local surroundings. Children learn about the importance of good hygiene as the childminder talks to them about washing hands after using the toilet. A range of healthy snacks and home-made meals are offered to encourage children to eat healthily. Together, children and the childminder talk about the different fruit and vegetables they like, however, opportunities to extend children's understanding of why they are healthy are missed. This means their learning about healthy lifestyles is not optimised. The children are given good opportunities which promote physical development. The children have lots of occasions to practise their physical skills at the local parks, beach or soft play centres where they begin to develop their understanding of safe risk taking. The childminder and children practise the emergency evacuation plan, which raises their awareness of what to do in an emergency.

The childminder is a good role model as she gently encourages the children to share. She helps the older children understand that some children are younger and require more help through giving clear age-appropriate guidance. Children's independence is encouraged and supported through good use of praise as they help tidy up before lunch. The childminder knows the children very well and values their uniqueness well. She uses their interests and strengths to promote good behaviour and encourage cooperation helping children develop close friendships with the other child and foster their emotional well-being.

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

Children are effectively safeguarded as the childminder has a very good knowledge of local safeguarding procedures. She is well informed about child protection issues and is confident in her knowledge of the correct procedure to follow should she have any concerns about children in her care. The childminder prioritises children's safety. She supervises them very well to ensure they are safe at all times. Regular and thorough risk assessments carried out for the home and outings mean that children's welfare is protected. The childminder shares her policies and procedures with parents during settling-in visits. This helps them to understand her role and her responsibility to the children in her care and promotes a consistent approach to the children's developmental and learning needs. She ensures that effective records are kept, for example, accident or medication records, and shares them with parents to further promote children's welfare.

The childminder is committed to offering a good quality of care to the children and their families. She reflects on her practice, and seeks feedback from parents and other childminders. This means the childminder is able to sustain a successful learning environment and adapt her practice to meet the needs of the children in her care. The childminder uses information from the Professional Association for Childcare and Early Years, training and attendance at early years conferences to update and increase her knowledge and understanding in order to better support the children in her care. The recommendations and actions from previous inspections have been effectively addressed.

Through the effective use of observations and assessment and early years guidance

documents, the childminder monitors her practice. This ensures there is a broad range of activities and experiences to help children make good progress in their learning. The childminder checks that any gaps identified are addressed and shared with parents. Partnerships with parents and other professionals are strong and support children's needs well. Written comments from parents include comments, such as 'My child has made great progress since starting here', 'She is really interested in my child and keeps me well informed as to her progress.'

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	EY406788
Local authority	Lancashire
Inspection number	875309
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	30/09/2010
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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