

Inspection date	21/02/2014
Previous inspection date	01/10/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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

- The childminder provides a caring and relaxed atmosphere where children have familiar routines and consistent boundaries. As a result, children are happy and feel secure.
- The childminder intervenes in children's play at appropriate times to help children share and be kind to one another. Therefore they are learning how to behave.
- Children receive the individual support they need because the childminder develops positive working partnerships with parents.

It is not yet good because

- Assessment of children's development is not yet precise enough to continually identify the next steps in their learning in order to plan activities that help them make good progress.
- Self-evaluation is not sufficiently developed to enable the childminder to effectively identify and target priorities for continued improvement of the provision.
- The outdoor area is not yet sufficiently used or resourced to enable children to explore, be challenged and investigate natural resources. This means learning opportunities for children's all-round development are missed.

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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities and care routines in the main play areas.
- The inspector looked at children's assessment records and a selection of records, policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jeanette Brookfield

Full report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two adult children in a residential area on the outskirts of Preston. The whole of the ground floor of the childminder's home and the rear garden are used for childminding purposes, except for the bedrooms. The family has a cat and a dog as pets.

The childminder attends local toddler groups and visits parks and play areas on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four 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 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- use observations consistently to develop precise assessments to understand children's level of achievement, interests and learning styles and use this information to shape future learning experiences so that children make good progress.

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

- develop further the outdoor area to provide a wide range of experiences and challenge for children across all areas of their learning and development
- improve systems for self-evaluation by seeking the views of children and parents, to help inform priorities, set targets and further improve teaching and learning.

Inspection judgements

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

The childminder has a sound understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She understands the importance of supporting children through play. The childminder provides children with a range of activities which generally supports them to make steady progress in their learning in preparation for starting school or nursery. Throughout the session,

children have plenty of opportunities to follow their own interests. Where observations and assessments of progress have been started, the childminder has made some worthwhile attempts to do this. She is beginning to record what she has noticed children have been interested in and what they can do and she has begun to match this up to an appropriate development guidance document. However, these are very much in their infancy and have not yet been fully embedded. As a result, although some next steps have been identified it is not clear to see how these are used to plan activities which are appropriate to children's stage of development. This means that children make steady 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.

Young children are gaining in confidence to communicate with the childminder. She realises the importance of communication and language development for young children. As they play together the childminder provides a commentary of their actions and helps children to acquire further vocabulary by reaffirming words for them to copy. This supports young children's early speaking skills well. The children have access to a suitable range of books and mark-making equipment as they develop their literacy and pre-writing skills. They clearly love music and imaginative play and have lots of fun as they attempt to tap out rhythms on the small musical instruments and other objects on the table. This not only provides them with lots of fun but also helps to develop their physical skills as they carefully reach out to tap on each item with the wooden spoon. Children's mathematical skills are enhanced as the childminder encourages them to count to 10 and beyond. For example, they count the different sized spoons from the treasure basket box. Children help themselves to a range of puzzles and concentrate as they try to fit puzzle pieces and shapes into the right section. They build with coloured blocks and other connecting resources. Children are becoming aware of shape and measure as they enjoy climbing in and out of the den they build in the dining room. The childminder uses language, such as 'inside, outside' and 'high and low', which helps to develop and promote early mathematical language suitably. Children have some opportunities to develop their independence and self-help skills. For example, they are able to make independent choices of what they would like to play with from the selection of toys and resources available. As a result, children have the basic skills needed for their next stage in learning.

Older children demonstrate good physical skills as they manipulate play dough. They roll it in their hands to make balls and squeeze it through tubes to make 'hair' for their animal shapes. Children's physical skills are further promoted as the childminder takes them on trips to local parks. They also enjoy playing in the garden with wheeled toys and on the small climbing equipment. However, as yet, the childminder has not further developed her outdoor area to extend opportunities for children to be creative, explore and be physical. This means children miss out on experiences to support their all-round development. For example, access to natural materials and sensory play is limited and this has an impact on children's opportunities to actively explore and investigate. Partnerships with parents are effective in identifying starting points and ensuring the childminder knows children well from the first day. This enables the childminder to provide activities children enjoy based on their interests. The childminder and parents share information about children's progress and learning on a daily basis to suitably support the learning that takes place at home.

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

Children form good relationships in the childminder's care as she is attentive and caring towards them. This promotes their self-esteem and emotional well-being. Good use is made of space in the warm and welcoming environment. The childminder has a conservatory at the back of the house, which has been developed into an appropriately organised playroom. Resources are organised to support children's independence. They are stored in clearly labelled boxes and dressing-up and imaginative play resources are well-organised. This encourages children to access resources independently. Therefore, children are able to be active learners who benefit from independently choosing what they would like to play with. For example, they select a farm house and small world figures, which they become involved in. Strong emphasis is placed on sharing and the childminder gives gentle reminders, which children respond well to. The childminder is a good role model to the children, responding appropriately to them and praising their achievements. As a result, children behave well. This is because the childminder uses consistent strategies, such as clear boundaries and explanations.

The childminder discusses road safety with the children while they are out and about, and they practise emergency evacuations from the home; all of which helps contribute to children feeling safe. Daily access to fresh air also supports children's awareness of the importance of a healthy lifestyle. They develop further understanding of how they can keep themselves healthy as they enjoy fruit for snack and have access to water throughout the day. The childminder provides a range of healthy meals, which take into account different dietary requirements and individual preferences. Children wash their hands before meals and after using the toilet.

Secure and individualised settling-in procedures ensure children have a smooth transition into the childminder's home. Children attend with their parents for a small number of sessions. They are then encouraged to leave them for a short period of time, in preparation for them commencing their contracted hours. Parents comment that their children love coming to the childminder, which demonstrates that children are emotionally secure. The childminder regularly meets up with other childminders; they swap resources and have fun days out or attend the library and toddler groups, where the children take part in activities that are on offer. This provides children with opportunities to socialise and play with their friends. These skills prepare children for the next stage in their learning. The childminder helps children to settle into school too. She talks about the school and things that they can do there as they wait to collect children from school. The childminder picks up other children from school, so children already know the school and some of the members of staff. Consequently, children are already familiar with the school before they start.

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

The childminder has a sound knowledge of safeguarding procedures regarding child protection issues. She demonstrates a clear understanding of signs and symptoms of abuse and is aware of procedures to follow should she have any concerns. This is supported by a written policy, which she shares with parents to make them aware of her role and responsibility to protect children from harm. Children are appropriately supervised and safeguarding practices are evident. For example, the childminder ensures that exit doors are secure to prevent children leaving the premises unsupervised and safety equipment is used to isolate potential hazards. The childminder helps children to suitably develop and focuses appropriately on the key skills, which are important for young children in her care. She has a good knowledge of the children and uses her skills to support their development. She has also improved how she assesses and plans for children's learning. For example, observation records are now in place and are linked to areas of learning in order to monitor and assess children's progress. Next steps in children's learning are beginning to be identified and parents can see photographic evidence of children participating in activities and acquiring new skills. However, the system is not yet consistent to ensure all children, including those who are part time, receive good levels of support to help them progress even further.

The childminder has focused her attention on addressing the actions made from the previous inspection and in the main this has been achieved. For example, she ensures that all children on roll are accounted for in the daily register and that the hours that they attend are recorded. The childminder knows that she has not managed to fully implement her intended systems for assessing and planning for children's future learning in the way that she intended. However, she has already taken some steps and has further suitable plans in place to help her address this. She has already booked on relevant training to help her improve her understanding of how to support children's development. The childminder strives to provide the best provision she can. The recommendation raised at the last inspection has been partly implemented. For example, the childminder has begun a process of self-evaluation. Her self-evaluation as a whole is not yet robust enough, but she has started to put in place appropriate actions to address the weaknesses she has identified. She liaises with the local authority advisor to help quality assure her provision. However, the childminder does not yet use the views of parents and children to help her identify and more effectively plan improvements to her service.

Partnerships with parents are strong. They are provided with useful information about the way the childminder works through provision of some documented policies and displayed information. The childminder encourages a two-way discussion between herself and parents at handover times. She actively encourages parents to tell her what their children have been doing at home so she can build on this in the setting. Consequently, the childminder works with parents to develop effective ways of sharing information and, as a result, parents are kept informed about their child's day. The childminder has developed positive links with the local school and pre-school. She has a good working relationship with them and talks to staff about how she can support children's learning. This means that the childminder effectively builds on and supports children's learning in school and other settings.

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	308497
Local authority	Lancashire
Inspection number	951291
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	01/10/2013
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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