

<b>Inspection date</b>	25/04/2014
Previous inspection date	29/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- Children are happy and develop strong, emotional attachments with the childminder, who provides a loving and stimulating environment, which effectively promotes their holistic development.
- The childminder fully understands her role in supporting children in their learning. Her teaching is consistently good and sometimes outstanding. Consequently, children make good progress.
- Positive relationships with parents are effectively promoted. This is because the childminder uses current technology to ensure parents are kept well-informed of their child's well-being and learning.
- The childminder understands her roles and responsibilities in meeting the safeguarding and welfare requirements and therefore, children's good health and safety are assured.

#### **It is not yet outstanding because**

- There is scope to further develop the already good programme for literacy, to enhance the use of quality resources and ideas which involve parents further in extending their child's learning at home.
- There is scope to further develop the existing links with school, in order to precisely identify children's needs and help them make the best progress possible.

## 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 interactions with the childminder when walking to school and through activities in the open plan kitchen and living area and the small playroom.
- The inspector looked at children's learning files, observation and tracking records and planning records.
- The inspector looked at a selection of documents, including risk assessments, the safeguarding policy and checked evidence of qualifications and suitability of the childminder and her husband.
- The inspector spoke with the childminder and interacted with children, at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection and from written comments recently obtained by the childminder.

## Inspector

Hilary Boyd

## Full report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor and the rear garden are used for childminding. She lives with her husband and child aged 15 years in Walton-le-Dale, Preston. The childminder walks to collect children from school and sometimes uses public transport to take them on visits in the wider community. She attends local groups, such as parent and toddler groups and library sessions on a regular basis. She has a cat and guinea pigs as family pets. There are currently 10 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3 and accesses support from the local authority. The childminder is a member of 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:

- strengthen the already good programme for literacy, for example, by providing further opportunities for children to embed understanding of letters and sounds and enhance ways to involve parents in supporting this at home
- develop ways to extend the links with other providers, such as schools, in order that information sharing helps all parties to have a bigger picture of children's skills and understanding, to help children make the best progress possible.

## Inspection judgements

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

The quality of teaching is consistently good and sometimes outstanding. This is because the childminder has a secure knowledge of how children develop. Therefore, her teaching is rooted in providing children with an extensive range of experiences both child-initiated and adult-led, which help ensure all children make good progress towards the early learning goals. The childminder understands the importance of working in close partnership with parents and gathers relevant information from them before children start. In addition, she understands the importance of gathering observations of children which help inform the support and teaching she delivers. She demonstrates very well through discussion how she watches children, identifies their interests and abilities and then responds to these as she plans various experiences which enhance their learning. This is evident through observations on the quality of teaching provided by the childminder. For example, while reading a new story book to young children, she recognises that they do

not understand what 'chopsticks' are and therefore goes in search for these. As a result, children learn through first-hand experiences and meaningful interaction provided by the childminder.

The childminder routinely reflects upon the progress children make while in her care. The majority of children are working well within the developmental stages expected for their ages, while others are exceeding their suggested developmental stage. Appropriate plans are also in place for the effective completion of the progress check at age two. As a result, the childminder is fully aware of children's individual needs and therefore uses effective methods of teaching to empower and extend their learning. For example, she enhances the farm with the addition of a wide range of interactive resources which promote development for the range of children who attend. This enables younger children to develop through their senses as they explore the texture of the soil as they play with animals, while older children show an interest in the books provided or make connections with images and their accompanying letters using the laminated 'Old MacDonald' prompt cards.

The childminder effectively uses her knowledge of individual children to help them make progress across the areas of learning and development. She talks to children during both child-initiated play and adult-led play experiences that actively promote their communication development. For example, as she shares a book with children, she models language appropriately, skilfully questions children and recalls previous experiences which help bring meaning to explanations of new or familiar words. As a result, children are confident to share their views and make connections in their experiences. Children enjoy books and they are encouraged to take these, alongside book bags, home to support their learning further. Although these resources go home, there is no effective information available in how parents can support their child's literacy development. This means the good links already in place with parents are not fully utilised to support specific areas of their child's development or capture parents' views on any progress made at home. The childminder has established good links with the local school and through discussion with children she gathers some information about their school day. Consequently, although good links are in place, she does not yet gather precise information from teachers in order to ensure she fully complements existing learning which occurs in the school.

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

Children have formed strong, emotional attachments with the childminder and therefore, demonstrate a good sense of belonging and emotional well-being while in her care. As a result, they are happy and motivated to learn. Children of all ages appear to enjoy their time in the childminder's company. This is evident through the exchange of both verbal and non-verbal interactions. For example, younger children enjoy sitting close with the childminder on the settee as they shares stories together. In addition, the childminder and children are warmly greeted by others who attend the childminder's provision on other days, during the daily walk to school. The childminder provides a loving and stimulating environment, which effectively promotes children's holistic development. She has an extensive range of resources which meet the needs of all children who attend. For

example, older children access their selected choice of play experience from the well-resourced smaller playroom, while younger children access resources covering the areas of learning across the main living area. As a result, all children are developing good independence and cooperation.

Children are actively involved in learning to recognise and manage potential risks. The implementation of daily routines empowers children to learn together and from each other as they walk together to school. For example, younger children show familiarity with safe practice because they know where they can run safely and the areas where they must stop and wait for the childminder. Older children are considerate to the needs of younger children in the group as they watch out for their safety and stand guard as appropriate. As a result, the safety of children is promoted well. Children particularly enjoy their time outdoors and their daily routines ensure they get plenty of exercise. For example, they develop control of their large body movements as they run and jump from trees with assistance from the childminder. On the journey back to the childminder's home, children enjoy singing and dancing to accompanying music played using electronic resources. Inside, the childminder organises a range of appropriate play experiences which further support children's physical skills. In addition, regular trips to the local park, other areas of interest and toddler groups provide additional opportunities where children socialise with others. As a result, children's personal, social and emotional development is effectively fostered. This promotes children's confidence and enthusiasm for learning, which helps ensure they are well-prepared for their transition into nursery or school.

The childminder facilitates children in their learning through positive and responsive interactions. She uses daily routines as opportunities to demonstrate and model learning. For example, she responds to children's requests to help in the preparation of snack by using this time together to describe what she is doing and provides a running commentary which enhances their language for thinking. As a result, children are confident and talk happily about what they are doing using an increasingly wide vocabulary. In addition, children learn about healthy practice as they help wash the fruit and talk about the options of snack available. Children are empowered to develop their self-confidence and self-esteem through encouragement during every day experiences, such as, putting on their own coat and shoes. She acts as a positive role model and provides praise and encouragement throughout their efforts during participation of experiences. As a result, children behave well and interact well together as they show care and consideration to each other.

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

The childminder has a good level of knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Therefore, she is competent to support children's learning and to implement the safeguarding and welfare requirements. She has a good knowledge of the local safeguarding and child protection procedures, should any concerns arise. She demonstrates a good understanding of the typical signs and symptoms of abuse and is confident to carry out the appropriate safeguarding procedures as required. Comprehensive policies and procedures are in place and these are reviewed

regularly. The childminder maintains her home effectively to minimise and reduce potential hazards to children. Organised fire evacuation procedures carried out at different times throughout the year enables all children to participate in this safety routine. She carries out formal safety checks on all areas used by children, including any outings carried out. Children's safety is given high priority, in particular during the daily walk to and from school. She is constantly vigilant during this routine and consequently, she effectively safeguards children.

The childminder has made good progress since her previous inspection. She has attended relevant first aid training and has devised an appropriate complaints procedure which is shared with parents. She demonstrates fully a commitment to provide children with high quality care and education. For example, her enthusiasm in wanting the best for the children in her care is demonstrated very well through the extensive range of play experiences provided. She has plans in place to develop these experiences further and therefore is currently extending her range of resources to support particular areas of her provision, such as messy play and outdoor play. In addition, she evaluates and monitors planning and the individual progress which children make during their time in her care. As a result, she plans purposeful and developmentally appropriate activities, which sufficiently challenge and motivate children in their learning. Therefore, they are happy and show high levels of engagement and active participation in the wide range of both child-initiated and adult-led play experiences offered.

Positive relationships with parents are effectively promoted. This is because the childminder uses current technology appropriately as a tool, which helps to ensure parents are kept well informed of their child's well-being and learning. For example, the childminder uses electronic tools to capture children's involvement in different experiences and types up a range of information detailing the daily routine which is sent to parents at the end of the day. In addition, the childminder asks that parents carry an information card should anyone need to contact her in the case of emergencies. Systems are in place, which provides parents with regular opportunities to give their views on the service offered. Written comments from parents are complimentary about the childminder. Recorded comments state that the childminder is 'excellent', she provides a 'home from home environment' and state how children 'are thriving' in her care. The childminder demonstrates through discussion an understanding of the importance in working in close partnership with parents and others. As a result, children are prepared for the next stage in their learning.

### **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

<b>Unique reference number</b>	403510
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	819274
<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>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/03/2012
<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.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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