

<b>Inspection date</b>	12/05/2014
Previous inspection date	06/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder interacts well with children, extending their vocabulary and supporting them to participate in discussions. Children therefore develop good language, social and communication skills, which support their future learning.
- Children are content and happy within the childminder's care. It is clear that they have established warm and trusting relationships with her and their behaviour is good.
- The childminder works well with parents and other early years settings that children attend to ensure there is a two-way flow of information that supports continuity of their care. She is clear about her role in safeguarding children and is aware of the action to take should she have any concerns regarding their welfare.

### **It is not yet good because**

- The childminder does not always fully utilise information from children's assessments to plan challenging activities that are matched to children's identified learning needs and interests.
- Good hygiene practices are not routinely promoted around the indoor animal cages to prevent the possibility of infection.

## 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 in the kitchen, lounge and conservatory.
  - The inspector held conversations with the childminder throughout the inspection.
  - The inspector sampled children's observation and assessment records.
- The inspector checked evidence of the childminder's suitability and qualifications,
- risk assessments, policies, procedures and the childminder's self-evaluation documents.

## Inspector

Linda Shore

## Full report

### Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and two children aged 13 and four years in Clayton-Le-Moors, Lancashire. The whole ground floor of the house and the enclosed gardens are used for childminding. The family has five dogs, a rabbit, hamster and chipmunk as pets. The childminder visits the local shops and park on a regular basis. She attends the local children's centre and collects children from local schools and pre-schools. The childminder holds a recognised childcare qualification at level 3. There are currently eight children on roll; of whom, one is in the early years age range and attends for a variety of sessions. The childminder provides flexible care all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays.

### What the setting needs to do to improve further

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

- improve the planning of challenging learning experiences by using information about children's individual needs and interests more effectively to support their progress towards the early learning goals
- promote children's good health by improving hygiene practices, particularly in relation to the animal cages.

### Inspection judgements

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

The childminder provides some appropriate levels of stimulation for children and she supports them to make satisfactory progress in their learning and development. She observes the children at play and this gives her an awareness of where they are in their development across all areas of learning. The childminder provides suitable adult-led activities for children and these keep them occupied purposefully for some of the time. However, the childminder does not plan well for individual children's next steps in development because she fails to take sufficient account of their evolving interests and abilities. For example, by tailoring the environment and available activities and resources to challenge children and move them forward in their learning. This means that although children are willing learners they are not able to make good enough progress in their learning and development from their individual starting points.

The childminder maintains open communication through good relationships with parents. This keeps them informed about children's activities when they are in her care and

supports their ongoing learning at home. The childminder is aware of the progress check at age two and has the required knowledge to carry this out with parents when the time comes. She attends 'Family Friday' at the nursery school the children also attend, where she can view their development records and discuss any relevant information with the teacher.

Children enjoy their time with the childminder and engage in some interesting activities. The childminder routinely takes children to activities outside of the home. This provides opportunities for children to socialise with others and increases their social skills and confidence. It also adds some variety to their learning experiences. Children have many opportunities to learn about the world they live in as they help to care for the chipmunk and hamster and go on walks with the dogs. Children play outdoors daily in the garden and make good use of the field in front of the house to hone their physical skills. They have balls to kick and throw, a slide and ride-on toys. The childminder gives them her time and attention in play and conversation and children welcome this attention. Teaching is generally good during adult-led activities. The childminder provides clear explanations for children about how to use the needle and pull the stitches through as they make a puppet. She enhances children's developing communication and language skills and extends their learning through quality, timely interactions. For example, showing children how to use their hand to manipulate the puppet to make it move. This helps children develop the skills they will need as they get older, and move on to school, such as skills of concentration and perseverance.

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

The childminder has warm and positive relationships with all the children; she responds quickly to their needs and this promotes their emotional security. She gathers sound information from parents about their child to ensure she knows about their individual needs. Overall, the childminder demonstrates a positive attitude to equality and she treats children with equal concern. She provides developmentally-appropriate resources, some of which show positive images of cultural diversity. The childminder uses these to raise children's awareness of peoples' differences. Children get fresh air and exercise during walks to local places of interest, such as the local park, shops and toddler groups. Children are well supervised and they learn how to assess risk and keep themselves safe as the childminder reminds them about playing safely and gives clear explanations of why. For example, when children visit the horses at the stable they are provided with protective clothing and the childminder explains how to keep safe.

Children learn some aspects of self-care for a healthy lifestyle. They are introduced to healthy foods, such as wraps, which they fill themselves. The childminder uses these routines to promote children's learning of colour and numbers as they choose to have 'five cucumbers' and 'four hams'. They enjoy water and juice to drink and yoghurt after their meal. The children are reminded to wash their hands after petting the dogs and feeding the chipmunk. They wash before meals and can explain why it is important to do so. However, the childminder does not always promote good hygiene habits by taking the necessary steps to prevent cross-infection, for example, as the bedding from the animal cage falls into the children's toy boxes.

The childminder's behaviour management methods suit the children's understanding well. They are learning right from wrong and the childminder is teaching them to share and take turns. Children learn when they have done well, because the childminder praises their attempts, such as when they succeed in forming firm stitches when they sew. Children show their positive response to this with smiles, words and gestures. The childminder is supporting children appropriately to progress from individual activities to joint play as she encourages them to play together. As children prepare food and drink in their kitchen, she models good manners and behaviour to them and this is useful preparation for children in readiness for school.

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

The childminder understands her responsibility to safeguard the welfare of the children in her care. She has completed safeguarding training and is clear about what to do if there are concerns about children's well-being. She has a clear safeguarding policy in place and demonstrates the confidence to take appropriate action if necessary. In addition, she understands about notifying Ofsted of any significant event. Risk assessments are in place to safeguard children when in the home, outdoors and on trips. These are dated so they can be reviewed annually or when the need arises. For instance, the childminder has recently conducted an assessment of risk regarding walking children to and from school with the pet dogs. She has implemented an effective health and safety policy and children are well supervised. The childminder records information about any accidents or injuries that occur and has a current first aid certificate which means children are appropriately cared for at these times. This all contributes to children's good health and safety. The childminder has a book to record the details of any medicines children need and the dose administered. However, she does not always record all medications for older children, including those held for emergency treatment or that older children may self-administer. This is a breach of the Childcare Register requirements.

The childminder helps children to make sound progress in their learning and development. She does this by offering an acceptable range of outings and activities to cover all areas of learning. However, she does not make the best use of information from her observations of children. For example, by planning activities to take sufficient account of children's individual learning needs as well as their interests. The childminder has made steady progress since the last inspection. However, the new practices are not yet fully embedded to ensure all children make good progress. The childminder has received training and this allows her to meet the requirement for assessing children's development. Although she has not yet needed to do so, she understands the requirement to work with parents to complete the progress check at age two. When necessary, she will be complete this development summary for parents to identify any gaps in children's learning and seek intervention if required. Along with daily two-way discussion this all means parents and the childminder work together to meet children's individual needs. The childminder works closely with health professionals when required, such as specialist nurses to meet children's medical needs. She has established effective links with other early years settings that children attend. As a result, they benefit from a shared approach to their learning and

development by all people involved in their care.

The childminder shows an ability to improve her practice. Since the previous inspection, which was judged to be inadequate, the childminder has received a monitoring visit from Ofsted. At this visit it was found that prompt and effective progress has been made and that all actions set have been addressed. This has had a significant impact on the quality of care, learning and development for children. The childminder has sought support from the local development worker to update her knowledge. Since the last inspection she has initiated a self-evaluation process and she is beginning to identify some areas for development and plan for improvement. For instance, the childminder is beginning to use the knowledge gained from recent training to focus more clearly on children's learning and development as a priority for improving the provision for children.

### 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:

- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of the parent/guardian/carer's consent (compulsory part of the Childcare Register).
- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of the parent/guardian/carer's consent (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

<b>Unique reference number</b>	EY333524
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	963259
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/11/2013
<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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