

<b>Inspection date</b>	29/05/2014
Previous inspection date	30/09/2009

<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**

- The childminder successfully helps children to make progress in their development by understanding their individual skills and abilities, which challenges them further.
- The childminder helps children gain confidence and self-esteem as they build their independence through self-help skills.
- The childminder has very good knowledge of safeguarding children and a clear understanding of the possible indicators of abuse. Daily checks of provision and robust risk assessments, ensure that children are very well protected.
- Partnerships with parents are effective. The childminder works closely with parents to ensure all children's needs are met.
- The childminder demonstrates a strong commitment to continuous improvement. Therefore, she prioritises improvements that benefit children the most.

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

- On occasion, the childminder asks the children questions that require only a 'yes' or 'no' answer. This does not maximise the opportunities to engage children in further conversations.

## 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 had a tour of the childminder's home.
- The inspector observed the childminder while she interacted with the children and her co-childminder.
- The inspector looked at some paperwork, including the childminding portfolio, children's development records and the childminder's policies and procedures.
- The childminder ensured the views of parents were taken into account by means of e-mails.

## Inspector

Donna Birch

## Full report

### Information about the setting

The childminder has been registered since 2008. She lives with her husband and grown-up child in the Lostock Hall area of Preston, in Lancashire. Children are accommodated in the conservatory, lounge and dining area on the ground floor with access to an enclosed outdoor area at the rear that has a covered fish pond as a feature. The childminder works with a co-childminder. There are currently five children on roll, all of whom are in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder offers care from 7.30am to 5.30pm, Monday to Friday all year round. Both childminders have equal responsibility for the childminding practice and also operate a key person system.

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

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

- enhance the already good interaction with children to include asking more open-ended questions, to further develop their very good communication and language skills

### Inspection judgements

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

The childminder has a secure knowledge and understanding of supporting children's learning and development. She interacts with children well, following their lead and this means the quality of her teaching is very good. On occasions, conversations held with children only give the opportunity for a 'yes' or 'no' answer and this has a negative impact on the expansion of children's already good communication and language development. However, this is very well supported in other areas, for example, the childminder is proactive in ensuring children have weekly access to activities, such as jingle tots and story and rhyme time at the library. Before children are left in her care, the childminder ensures that she works with parents in collecting a wealth of information about the child. She completes initial assessments of children's skills to identify their starting points and uses her observations to plan next steps in children's learning. The childminder ensures the children have access to a vibrant, safe and stimulating environment where they can play learn and develop. The activities and resources she provides take into account children's individual interests and stage of development and have breadth and depth across the seven areas of learning. This means that children are effectively challenged and their learning is extended because activities are interesting and individualised to meet their needs. Consequently, children are acquiring the skills they will need to be ready for

school. The childminder is pro-active in working in partnerships and has effectively evaluated her provision for meeting the needs of her busy parents. For example, she uses daily e-mails and texts to inform them about their child's learning. This contributes to successful relationships being formed and helps parents to extend their children's learning at home.

The childminder is extremely supportive of children in her care and fully understands the importance of promoting their personal, social and emotional development, communication and language and physical development. She spends good quality time with the children, supporting them in their development while also giving them opportunity to be independent. She takes the children on regular outings to local toddler groups, the library and activities at the local children's centre. This ensures that children get the opportunity to, mix with peers and extend their already good social skills. Children's physical development is very well fostered. For example, children dig in the garden and talk about weeding, extending their vocabulary and knowledge about the natural world. There is access to sand and water and a range of bikes, plus push and pull toys, ensure that all aspects of physical development are securely catered for. Children go on outings to the local park, this gives them the opportunity to use and develop their large muscle skills as they access a wide range of equipment, that tests their physical capabilities and offers them sufficient challenge.

The childminder constantly involves the children in conversations, she provides a running commentary of events and asks children their opinions. For instance, she asks them if they are they ready for snack and what would they like today. This supports children's independence and decision-making skills. The childminder also asks children to recall past experiences and the children are responsive and openly talk about the visit to the jingle tots, extending their conversation to their own ideas. One child asks if they can go to see the diggers at the co-hildminder's home. The childminder offers reassurance that they will 'go later'. This demonstrates the children's emotional security and that they are familiar with both provisions. Regular song and story time further support children's very good communication and language. For example, children enjoy interactive stories using puppets and props.

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

Children are well settled and have very good relationships with the childminder due to the individual settling-in sessions she provides. During these sessions, the childminder gathers lots of useful information to ensure that she knows children well and is able to meet their individual needs. Children demonstrate they feel safe as they confidently explore the environment, interacting with the childminder when they need her. The childminder fosters their independence well. She encourages children to help with daily tasks such as setting the table for snack sensitively reminding children of dangers. She encourages them to make choices about what they want to play with, following their lead without being too intrusive in their play. This allows children to be emotionally secure and further supports their very good confidence and self-esteem. In addition, the childminder understands the importance of ensuring children are well prepared for their transition to

school. Children are confident with tasks, such as putting on their own coat and finding their own belongings.

The childminder and the co-childminder are excellent role models for children. Together they use clear and consistent approaches to manage behaviour. Therefore, given the children's stages of development, they behave very well. The childminder supports the children's understanding of keeping themselves safe well, for instance she sensitively explains why it is not safe to run indoors. Outside, she explains to children the need to safely use the equipment, this further contributes to children's understanding of keeping themselves safe. Children have access to a wide range of resources, both indoors and outdoors which are clean and age appropriate. These are well organised and accessible to children.

The childminder is pro-active in teaching children about the importance of leading healthy lifestyles. For example, after using the bathroom she reminds children to wash the germs off their hands and dry them appropriately. Children are provided with their own coloured towel to keep them further protected. Additionally, children benefit from daily fresh air and exercise because they also enjoy regular outings in the local community.

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

The childminder has a good understanding of the safeguarding and welfare requirements. For example, she is completing a childminder portfolio which showcases her provision, her work with her co-childminder and most importantly her work with children. She has attended training including first aid, child protection and food hygiene. The childminder demonstrates a secure understanding of the possible indicators of abuse and of how she should proceed should she be concerned about any child or the conduct of her co-childminder. Rigorous daily checks and risk assessments ensure that children are safe while they play and explore. As a result, children are protected from harm while in her care.

The childminder has a good understanding of the learning and development requirements. Both her and her co-childminder work together to plan interesting and stimulating experiences for children across the seven areas of learning. The childminder tracks the progress of children accurately and plans next steps to extend and support children's learning. She completes the progress check for children aged between two and three years and she ensures that this is shared with parents and other professionals. The childminder and her co-childminder are continually reflecting up on all aspects of their service. For instance, they combine their ideas and regularly meet up with other childminders to gain further insight into improving practice. On reflection of recent evaluations, they are trying to involve parents more in children's learning by offering them daily electronic communications about their child's learning.

Partnerships with parents are strong and well established. Parent comments are very complimentary about the service provided. The childminder demonstrates a good

understanding of the benefits of working in partnership with other agencies and in particular with school teachers. She and her co-childminder have already made good links with the local schools. This ensures that children receive a consistent approach 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>	EY383449
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	878893
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30/09/2009
<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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