

Inspection date

02/05/2014

Previous inspection date

30/10/2013

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 warm and welcoming environment. She extends children's vocabulary, supporting them to participate in discussion, promoting generally good language, social and communication skills.
- Children engage freely with the childminder and explore the environment. Their actions show they feel safe and secure in her care.
- The childminder establishes sound relationships with parents and carers. Information is shared on a daily basis, supporting continuity of care and learning for children.

It is not yet good because

- Planning to extend children's learning, and support in helping focus their attention, is not yet fully embedded.
- Books and reading materials are not readily accessible for children to enjoy and explore, to ignite their interest and curiosity.
- Self-evaluation has not yet been sufficiently developed to clearly identify priorities to improve children's learning and achievements.
- The links with other early years settings and schools are not yet fully established to enable full support for children in their transitions.

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 discussed aspects of policy and practice with the childminder at appropriate times throughout the inspection.
- The inspector examined a range of documentation including planning, observations and assessments in children's learning files.
- The inspector viewed the childminder's operational file containing the self-evaluation form, policies and procedures and documents appertaining to organisation and health and safety.
- The inspector checked evidence of suitability and all training records, including those of child protection and first aid.

Inspector

Janice Caryl

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. She lives with her partner and three children aged 13, 11 and three years in a house in Lancaster, Lancashire. The whole of the ground floor, the bathroom and one bedroom on the first floor and the rear garden is used for childminding. The childminder attends toddler groups and activities at the local children's centre and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll; all of whom all are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- improve planning and adult interactions to extend children's learning further, aid their concentration and help them make better progress. For example, by organising more purposeful play opportunities which ignite and stimulate children's interest while supporting them to focus their attention for longer periods of time
- ensure children's intrinsic curiosity is supported and early literacy skills fully promoted by providing them with access to reading materials, such as story books, information books and magazines.

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

- strengthen self-evaluation so that priorities focus on developing strategies to improve outcomes for children through better teaching and learning opportunities
- develop links with other early years settings so that children are better supported in any impending moves. For example, by establishing relationships and enabling secure communication links to facilitate effective information sharing.

Inspection judgements

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

The childminder has a satisfactory knowledge and understanding of how children learn through play. She provides a suitable range of activities which generally support them to make steady progress in their learning in preparation for school or nursery. She uses her awareness of children's likes and interests to plan some activities and experiences that support their learning. For example, children show an interest in the road works, so future plans include building and construction. However, planning for children on a daily basis is not always implemented fully to engage children in purposeful activities that maintain their interest. In addition, the childminder does not always encourage children to stay involved and remain suitably focused. Consequently, children lose concentration very quickly, meaning learning opportunities are not wholly effective. The childminder completes some observations on children and has started identifying their next steps to help them make progress. She assesses children appropriately, including completion of the progress check at age two, which identifies how children are learning and developing. She demonstrates her understanding of sharing these with parents so that they are kept informed. Furthermore, any gaps are identified early to enable appropriate interventions to be sought as necessary.

Children enjoy their time with the childminder. They show their excitement as they prepare to go to the soft play centre, where they develop their physical skills and socialise with other children. The childminder provides resources to help children paint and create pictures using roller ball paint sticks. As a result, children are able to express themselves freely and imaginatively. The childminder supports children in recognising their own name by demonstrating how it looks on the magnetic drawing pads. Children attempt to copy and enjoy making other marks. They take delight in erasing them and starting again, practising their skills as they develop their hand and eye coordination. In addition, the childminder supports them in recognising letters as she teaches them to match ones from their name with the letters on the wall display. However, children do not have independent access to books and other reading materials. Consequently, opportunities for them to develop their literacy skills further and satisfy their curiosity through investigating books are limited. The childminder engages children in playful opportunities. Children giggle as they hide under the table and play 'boo'. She promotes language and communication as she chats to them about the dolls and cars. Children learn to count and name the different types of vehicles, such as tractors, bikes and quads. As a result, children develop early mathematical skills of number and classification.

The childminder has developed sound relationships with parents. Daily information sheets keep them suitably informed of their children's participation in activities and any care routines that have taken place. In addition, the childminder engages parents in their children's learning through daily discussion about their changing needs and interests. This helps to support their continuity of care and learning.

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 gets to know them and becomes familiar with their needs by liaising closely with parents. The completed 'all about me' document contains pertinent information to help ensure that care needs are well met, resulting in secure attachments. She responds quickly to children's

needs, which promotes emotional security. For example, when younger children indicate they are tired, she gently and sensitively explains the benefits of going for a sleep. Children happily respond and immediately settle into their care and nurturing routine, demonstrating that they feel safe and secure. The dedicated playroom promotes children's independence through a range of accessible resources. Children show their confidence and self-assurance as they look inside the boxes and play with the contents.

The childminder successfully encourages children to take responsibility and develop their self-care skills in order to support their growing independence. She encourages them to go to the toilet independently, by managing the stairs and attending to their own personal needs. They are encouraged to wash their hands so that they learn about cross-contamination. The childminder makes learning fun, as she talks and encourages children to put on their own shoes. She promotes a positive attitude to healthy eating by providing wholesome and nutritious snacks. Furthermore, she provides activities that teach children about which foods are healthy and they are discouraged from eating too many biscuits and sweets so that they gain a better understanding of healthy lifestyles. In addition, the childminder supports children in developing an understanding of the benefits of physical exercise. For example, she provides daily opportunities where children can develop their skills. Examples include, playing in the garden, going to the soft play centre and on walks into the community.

Behaviour management is generally good. Children are encouraged to tidy up after playing with one set of toys. They are taught about being aware of hazards as the childminder explains the reasons for clearing the floor so that they do not trip and fall. Consequently, children learn to look after the environment and acquire some understanding of safety rules and how to manage risk. Children play well together and learn to care for each other. This is because the childminder encourages older children to help younger ones settle for their sleeps. The childminder demonstrates an understanding of how to prepare children emotionally in their transitions. For example, she explains how she promotes independence and basic literacy and numeracy, to support confidence and self-assurance in children.

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

This inspection was brought forward due to an incident that required Ofsted to investigate and take actions. The childminder has addressed the actions raised. This demonstrates that she understands her responsibilities to safeguard the welfare of children in her care. She maintains ratios and keeps a daily record of the names of children being cared for on the premises, and their hours of attendance. As a result, the numbers of children attending at any one time are formally monitored. This contributes to the safe management of their care. The childminder has a comprehensive list of policies and procedures, including how to safeguard children. She demonstrates her understanding of how to put the policies into practice. This promotes children's safety. The childminder has completed safeguarding training and is clear about what to do if there are concerns about children's well-being. Consequently, they are further protected from harm or abuse. The childminder has developed paperwork to record existing injuries and any incidents that

happen to children. This results in safer management of the setting and the children she cares for. The childminder has successfully completed first aid training, in order to correctly care for children in the event of a minor accident or emergency.

The childminder is developing her understanding with regard to the learning and development requirements of the Early Years Foundation Stage. She is proactive in searching for ideas of different activities and opportunities for children. As a result, she provides a suitable range of experiences to help children make progress towards the early learning goals. She has received training on undertaking observations, assessment and planning. This allows her to develop her skills in this area and meet the requirements for assessing children. As a result, children's skills are suitably monitored and show adequate progress.

The childminder's knowledge and understanding of the importance of establishing effective partnerships is sound. She keeps parents fully informed of their children's daily activities and care routines. She makes them welcome and invites them to share children's learning files at any time, which contributes to continuity of learning. In addition, she liaises with them to share learning experiences from home. She is starting to request feedback from them about the quality of her provision through the use of questionnaires. Although this method of feedback is in its infancy, it demonstrates her aspiration to improve. Furthermore, she shows her ability to improve practice by attending training and liaising closely with the local authority adviser. However, there is scope to improve self-evaluation further by focusing more on using knowledge gained from recent training. Consequently, children benefit from a clearer focus on developing teaching and learning opportunities. The childminder has not yet established firm links with other providers that children are to attend. These links help strengthen continuity of care and learning and help to meet children's educational needs. Therefore, there is scope to establish these associations to support children further in their transitions.

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	EY104287
Local authority	Lancashire
Inspection number	965991
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	30/10/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

