

Inspection date

Previous inspection date

03/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The childminder has a secure knowledge of the different aspects of children's learning. She uses this knowledge effectively to plan an attractive play and learning environment in which children are confident and make good use of the space and toys on offer.
- The childminder uses her good knowledge of how children learn when she talks to children to consistently promote their language and thinking skills. She listens carefully to children and plans consistent routines for them in partnership with parents to help them feel safe and secure.
- The ways the childminder plans activities takes account of what she knows about each child to build on what they already know. She regularly introduces new resources to match children's interests and learning needs. As a result children are making good progress.
- The childminder sets herself high standards. She uses good quality toys and regularly evaluates and reflects on the quality of her practice. She sets herself clear plans for even further development.

It is not yet outstanding because

- The useful files the childminder is developing to record children's learning progress do not contain summaries of children's progress over time. This limits the otherwise effective partnership and tracking of children's progress.

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 childminder's home.
- The inspector spoke with the childminder at suitable points throughout the inspection, made observations and spoke to children present.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents received in the childminder's feedback.
- The inspector checked evidence of the childminder's qualifications and suitability of household members aged over 16, the childminder's self-evaluation documentation and improvement plans.
- The inspector and childminder jointly observed individual children and discussed their learning and progress.

Inspector

Mary Wignall

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, four children aged 14, 12, nine and seven years and her adult sister in a house in Skelmersdale, Lancashire. The whole of the ground floor is used for childminding. A secure area of the garden is available for outdoor play. The family has a dog, two rabbits and tropical fish as pets. The childminder attends a toddler group and activities at the local children's centre. She collects children from the local schools and pre-schools. There are currently six children on roll, all of whom are in the early years age range and they attend for a variety of sessions. She 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 and has a relevant level 3 qualification in early years.

What the setting needs to do to improve further

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

- extend ways observations about children's learning are used and shared with parents and other partners by, for example, introducing summaries of children's progress over time in order to support and monitor children's progress.

Inspection judgements

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

Children are active and able to fully explore the toys and activities on offer as the childminder plans an inclusive and welcoming play and learning environment for children. Children are enticed into the intriguing 'den' areas where they enjoy the space. They play with books, dolls and examine the mobile made of wooden pegs. They enjoy snuggling in the cushions, holding dolls, and looking at the low level displays. The good quality toys are well-laid out to encourage children's independence as they walk around making new discoveries within their familiar playroom. This fully supports children's natural inquisitiveness and makes learning fun. The childminder consistently uses a range of good teaching techniques to effectively engage children in play and learning. She plans a wide range of activities and experiences that effectively support their development in all areas of learning. The childminder uses her good relationships with parents to ensure that she plans activities that are relevant and suitably challenging and enjoyable to children. For instance, she knows children have visited a farm with their families and plans related activities. She sets out a farm scene for children to discover. She uses a range of model buildings and animal figures. This enables the childminder to talk to children about real events. She extends their communication skills as they talk about the animal names, the noises they make.

The childminder ensures that she has time to get to know children and their families. This enables her to understand each child's learning progress to date and their individual learning styles. She has developed secure ways to observe, assess, plan for each child's learning needs. She plans effectively to ensure all area of learning are sufficiently covered and uses her observations on children's to adapt plans to meet their individual learning styles and needs. She plans activities for each child. She completes regular assessment of children's well-being and learning progress and encourages parents to share information about children do at home. She completes an initial assessment of children's starting points. She is developing attractive and informative files to record children's progress which clearly shows their achievements and development to date. The childminder encourages parents to look at files and shares a brief record of children's daily activities and care details. This helps to keep parents informed and involved on their child's learning. However, there is scope to further improve the way she makes use of observations on children's learning to help monitor children's progress over time and share information more easily with others.

Children learn well as the childminder talks to children naturally in play to help them understand what is happening next. This supports their independence and understanding. She regularly uses short phrases with gestures to help children understand and encourage them to use their own voices. For instance, she says 'all gone' or '1,2,3 ready'. Younger children join in with the gestures and sounds. They feel valued as the childminder is attentive and understands their communications. She has high and realistic expectations of children. For instance, in playing with different coloured and shaped blocks she demonstrates how they can be stacked. She gives children plenty of time for them to explore the blocks. She describes the different colours and sizes. She checks out children's understanding as she asks them to select different ones in helping to tidy and sort them. As the childminder is playful and reassuring they delight in following her instructions and demonstrate. Children are developing good physical skills as they play with small spades or hold and push small cars through 'gloop', a flour and water mixture. They enjoy seeing the marks the car wheels make. They develop increasing coordination and control as they move the cars repeatedly. Consequently, children make good progress in their learning and are developing key skills needed for the next stages of their development as they go on to school or nursery.

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

The childminder has very clear and effective ways to get to know children and their families. This means all children, including those new to her care, settle quickly and are fully supported. She uses her good knowledge of the children and their families to talk naturally about their home lives, siblings and recent activities at home. This helps make children feel welcomed and encourages their confidence and sense of belonging. Consequently, children demonstrate warm emotional attachments with the childminder. Young children are confident of the childminder's care and attention. They go to her for cuddles and reassurance and happily snuggle in when tired. The childminder's good partnership with parents means the childminder understands children's individual care routines. This helps make their transitions from home smooth and consistent. The childminder encourages children's independence by having well-planned play environment

in which they can easily see what toys are available and encourage them to make choices in their play. The childminder playfully talks to children to make sure they know what is happening next. This helps them to understand the daily routines and effectively supports their well-being.

The childminder talks to all children, including older children, to help them understand each other's needs and promote good relationships between them. She explains the need for safety as children play actively in the outdoor space. She encourages older children to give space for the younger children to ride on wheeled toys. She ensures that young children climb the steps on the slide in their own time. She offers praise for their efforts and has a well-placed soft mats for additional safety. Consequently, children are learning to take risks safely. She regularly talks to children about the need to put toys back after playing so that it is safe to walk. Young children understand and cooperate as the childminder clears away some toys before putting others out.

The childminder uses well-established routines to teach children about good hygiene and how to keep healthy. Older children enjoy the benefits of posters to remind them to wash hands. They set a good example to younger children as they automatically wash their hands after playing outside and rub their hands together to make sure they are clean. Younger children are helped to wash or wipe their hands. The childminder encourages their independence by offering wipes for them to practice. The childminder makes good use of safety equipment. For instance, she uses five-point harnesses on all high chairs and explains to younger and older children why doors or gates are used help keep them safe. She is vigilant about children's needs and observes children to interpret their actions. For instance, in playing with recycled bottles filled with different items to make different noises, she notices as a child begin to hold one to their mouth. She sensitively discourages them from doing so and offers their cup to have a drink. This helps children understand how to play with toys safely and the appropriate way to quench their thirst and stay healthy.

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

The childminder has a secure understanding of safeguarding issues. She has a confident knowledge of the possible signs and symptoms of abuse and a clear understanding of what to do if she has any concerns about a child's welfare. She shares relevant written information with parents, including a safeguarding policy and posters to reinforce her policy about the appropriate use of cameras and mobile phones. This helps to ensure that children are safe and well-protected. She monitors children's safety effectively by conducting and reviewing risk assessments for both in the home and for all outings undertaken. She is vigilant of children's safety in supervising all children present and displays copies of her certificates, including her insurance, to reassure and inform parents.

The childminder has a clear commitment to her professional development. She uses her knowledge and training in early years education to help her assess the quality of her provision. For instance, having achieved a relevant level 3 qualification she has identified further training to sustain her good practice. Since her registration she has undertaken

relevant training on supporting children's needs to ensure her knowledge and practice is up to date and in keeping with good practice guidance. The childminder seeks parents' views to inform her assessment of the quality of her service. She accurately assesses her own strengths and has set well-targeted plans to drive further improvements. For instance, she has identified various ways to extend parent's involvement in children's learning. She has recently improved the outdoor area with well-designed sand pits and a mud kitchen making the space attractive and well-used by children.

The childminder uses a wide range of ways to help inform and engage parents. She makes good use of displays to inform parents of her work with children. She shares regular newsletters about forthcoming events and shares a daily diary giving details of their child's day in her care. The childminder has a clear commitment to equality. She makes sure children play with a range of toys that have positive images of a diverse society and plans activities to extend children's understanding of differences and similarities. She has close links with the local authority to support her childminding and to ensure that children receive additional support if beneficial to their development. She has a clear understanding of the benefits of working with others, including other providers or carers to ensure all children, including those attending on a part-time basis, make the most of the learning opportunities.

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	EY467930
Local authority	Lancashire
Inspection number	940703
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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