

Inspection date	11/03/2014
Previous inspection date	21/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Children feel safe and secure and develop strong, emotional attachments with the childminder, who provides a caring and loving environment, which effectively promotes their all-round development.
- The childminder clearly understands how to successfully support children in their learning. Therefore, teaching is consistently good and sometimes outstanding. As a result, children make good progress towards the early learning goals.
- Strong partnerships are established with parents, in order to meet all aspects of babies and young children's individual care needs and effectively promote their learning.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children. She provides a safe and secure home because of the robust risk assessments that are effectively carried out to minimise any potential hazards to children.
- The childminder regularly reflects on the quality of her practice. She shows an ongoing commitment to improving her knowledge through attendance on relevant training courses.

It is not yet outstanding because

- Opportunities to experiment, recognise and play with numbers to enhance children's early mathematical skills, are not fully explored.

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 and activities carried out in the kitchen, living rooms and the outdoor play area.
- The inspector spoke with the childminder and interacted with the children, at appropriate times throughout the inspection.
- The inspector looked at children's learning files, planning and assessment documents and parent's written comments.
- The inspector looked at a selection of documents, including risk assessments, safeguarding policies and checked evidence of suitability of the childminder and the family.

Inspector

Hilary Boyd

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a detached home in the Fulwood area of Preston. The whole of the ground floor, which includes a downstairs toilet and rear garden, are used for childminding. The family has two tortoises as family pets. The childminder walks to the local schools to collect children and accesses local amenities, such as the shops, the library, park, woods and carries out planned outings on a regular basis. She attends a parent and toddler group on a regular basis.

There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 5.30pm, Monday to Wednesday, except bank holidays and family holidays. The childminder is a member of the 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 mathematics, for example, by providing further opportunities for children to explore and experiment with numbers and to begin to recognise numerals.

Inspection judgements

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

The quality of teaching is good and sometimes outstanding. The childminder has a secure knowledge of how children develop and therefore, has high expectations of all children, based on her accurate assessment of their skills, abilities and interests on entry into the childminding provision. She understands the importance of gathering regular observations, which are then analysed to determine the next steps to support individual children to make progress in their learning. Her knowledge and understanding of carrying out regular assessments on children, means that records are in place to reflect the ongoing progress they make, based on the initial collation of their individual starting points. As a result, the childminder uses effective tracking methods to ensure children make consistently good progress across the prime and specific areas of learning. She uses effective methods of teaching to extend each child's learning based on the effective identification of their current level of understanding and abilities. For example, she promotes the use of hand-eye coordination through encouragement and re-shaping tasks to stimulate interest during a playdough activity. Therefore, her understanding in scaffolding children's development through play, means that effective plans are carried out which provide children with a range of activities, experiences and explorations that take them on to the next stage of

their understanding.

The childminder uses her knowledge of what children already know in order to provide a resourceful environment, which stimulates their natural curiosity and drive to explore the immediate surroundings. For example, younger children independently access toys from a wide range of visible resources which stimulate the senses, as they touch, feel or place them in their mouths to explore taste and texture further. The resources are organised on a daily basis to ensure children's interest and stimulation in self-chosen play is maintained. Children's level of involvement during child-initiated play experience is enhanced further because the childminder partners them during their play. For example, children initially enjoy picking out the different musical instruments which they enjoy exploring through touch. However, the childminder extends their level of engagement as she models how to use the different instruments. As a result, children imitate these movements and enjoy sharing the experience together. The childminder encourages children to make links with previous learning as they revisit learning experiences through discussion about activities already carried out. For example, she explains how older children recall details of past events, such as trips out, therefore consolidating their understanding and thinking skills. The childminder successfully promotes children's communication and language skills through a range of effective strategies. For example, she captures children's attention by stating their name first, then reinforces early language skills as she repeats sounds and words and uses hand gestures which help children make connections in their learning. Books are attractively presented and therefore promote children's early interest and curiosity in using books. The younger children snuggle up close with the childminder and actively listen as they share a range of books together. Children are introduced to concepts of mathematical awareness during their play as the childminder routinely counts out objects as she plays alongside them. However, there is scope to develop this further by providing more opportunities to develop children's number recognition, such as having number lines supporting awareness of one-to-one correspondence and activities to enable children to experiment with numbers, in particular during their child-initiated play.

Children enjoy being physically active and they are given numerous opportunities to get outdoors on a daily basis. For example, they accompany the childminder to the local school to drop the older children off and often feed the ducks or go to the local woods before they return to the childminding provision. As a result, they are developing a wide range of physical skills alongside developing their understanding of the natural environment. The organisation and presentation of resources supports the development of small physical skills. For example, they learn to refine their hand-eye coordination and finger and thumb control as they spend time repeating their play skills as they move trucks backwards and forwards, build up wooden blocks and fit small pieces into tubes. The childminder ensures that children are suitably dressed for the outdoors and she demonstrates through discussion, her commitment to working in partnership with parents and others. For example, parents are informed about what their children are learning in the provision because she engages them in regular discussions and shares records detailing children's achievements in a daily diary. Children's learning files are sent home on a regular basis and these provide parents with a range of evidence which reflects how their children make good progress over specific periods of time. In addition, the childminder has established good links with the main feeder school and she has led the exchange of information between herself and other early years providers where children

attend. Consequently, information shared between the childminder and others, helps to prepare children for the next stage of their learning and progression.

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

Children have formed strong attachments with the childminder and therefore demonstrate a good sense of belonging and emotional well-being while in her care. They are happy, content and motivated to learn through active exploration and participation across a range of play experiences. Children respond to the positive interactions provided by the childminder. This is because she shows genuine love and affection to them as she responds to their individual needs. This is demonstrated well as the newest children who are developing their confidence and familiarity with the provision, receive reassurance and affection during this transition into her care. Relevant information about children's individual care routines is obtained from parents before children start and this information helps the childminder to support their individual care routines, therefore supporting their personal, social and emotional development. Therefore, settling-in procedures are effective in helping children to feel secure and are tailored to meet their individual needs. Partnerships with parents are strong and the daily exchange of both formal and informal information means that parents are kept fully informed about their child's daily experiences.

The childminder fosters a learning community which focuses on how children of different stages of development learn. She uses her knowledge of how children learn to create enjoyable experiences which stimulate individual interest and curiosity. For example, recent trips to the allotment provide the older children with opportunities to learn about chitting potatoes, while the younger children learn through sensory play as they enjoy digging in the soil. The childminder provides opportunities where children engage in purposeful play experiences through an appropriate balance of both adult-led and child-initiated play experiences. For example, she organises the environment to allow flexibly for children to explore and move around freely across the two main playrooms. Children learn to manage possible risks and develop their understanding of safety while in the childminder's care. For example, she gently reminds children about being mindful of each other and the environment. The childminder has previously attended relevant training to improve her knowledge further when raising children's awareness of road safety, and while on outings, they are encouraged to hold hands and cross the road safely. Therefore the safety of all children is effectively promoted.

Children's behaviour is good as the childminder gently reinforces and explains positive behaviour strategies. She speaks in a calm, quiet manner and responds to children's verbal and non-verbal gestures appropriately. As a result, children are developing an awareness and understanding of the childminder's expectations which are consistently supported. Older children are involved in creating their own set of house rules which are regularly reviewed and displayed. Children's self-esteem and confidence is promoted because she acknowledges their presence and provides appropriate gestures to show them praise and encouragement for their contributions during activities and routines. The childminder promotes a healthy lifestyle through daily opportunities which include, walking to the local school, the enclosed back garden, visits to the park, the local library and

regular trips to the local parent and toddler groups. This helps develop children's social skills through interaction with others. Regular routines, such as hand washing before meals and after using the toilet, provide children with good opportunities to develop self-care skills and to learn about healthy practices. The childminder provides a variety of meals that are home-cooked, healthy and well-balanced, and she involves children in the cooking and preparation of meals. Therefore, children are learning about the importance of a healthy diet and good hygiene practice.

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

Children are safeguarded well because the childminder has attended relevant training and demonstrates a secure understanding of the appropriate procedures to follow should she have any concerns about the children in her care. Children's safety is promoted further because she ensures that the childminding provision is safe and secure when children are present, by carrying out daily checks and formal risk assessments on all aspects of both the indoor and outdoor area, including outings which are undertaken. Appropriate records and procedures regarding accidents and administration of medicines are in place and a comprehensive range of well-written policies, procedures and records are shared with parents from when children start at the provision. This supports the safe and efficient management of the childminding provision.

The childminder has used self-evaluation procedures to identify strengths and weaknesses of her provision. For example, she has made improvements to the quantity of resources available to support children's growing interest in technology and has made further changes to the outdoor area, which provides additional play space to support children's extensive range of physical skills. She demonstrates through discussion her commitment in raising her knowledge in ways to develop practice. For example, regular attendance on relevant training has subsequently enhanced her existing knowledge and understanding of many aspects of the Early Years Foundation Stage. This means that the childminder has a good level of understanding in how to use a range of assessment methods alongside appropriate teaching strategies, which support the quality of her practice. For example, she evaluates every child's planning record on a monthly basis and completes a summative record of the learning taken place over this period of time. In addition to these records being completed, the childminder also carries out the progress check at age two and annual summative records are completed on all children. Therefore, effective monitoring systems are in place to ensure children make good progress towards the early learning goals.

The childminder maintains a good two-way flow of information with parents and carers through daily discussions, daily diaries and formal tracking assessment records. Systems are in place which provide parents with regular opportunities to take their children's file home. Written comments from parents are complimentary about the childminder. Recorded comments state that 'we couldn't have wished for a better childminder' and 'excellent care you provide'. In addition, the childminder understands the importance of building relationships with other professionals and other early years providers. As a result, children are well-prepared for their 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY224536
Local authority	Lancashire
Inspection number	848226
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	21/10/2008
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

