

Inspection date	15/10/2014
Previous inspection date	15/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides children with educational programmes that cover the seven areas of learning and development. As a result, children engage in a range of interesting activities, which contribute to their continued good progress.
- Children enjoy good relationships with the childminder and with each other because she supports their self-esteem and behaviour skills well. They are confident, settled and happy in her care.
- Partnership working with parents is good. This is because the childminder is committed to working together with them to ensure children's individual needs are well met and there is continuity of care and learning for all children.

It is not yet outstanding because

- The childminder has not yet fully developed the outdoors area to offer children richer and more diverse experiences to promote their exploration and understanding, particularly of the natural world.
- The childminder does not always include explanations of the reasons for hand washing and healthy eating, so that children gain a broader understanding of how to lead a healthy lifestyle.

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 house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the childminder's hardcopy self-evaluation form as provided to the inspector on the day of the inspection.

Inspector

Cath Palser

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged four years, in the Penwortham area of Preston in Lancashire. Three rooms on the ground floor and the rear garden are used for childminding. The childminder helps to run a toddler group and attends activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, who are all in the early years age group and attend for a variety of sessions. The childminder provides funded early education for two-, three- and four-year-old children. She operates all year round, from 7.45am to 6.15pm, Monday to Friday, except bank holidays and family holidays. She is offered support and training from the local childminding network. She holds the National Nursery Examination Board (NNEB) qualification at level 3.

What the setting needs to do to improve further

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

- enrich the outdoor learning environment, to give children additional opportunities to be curious, investigate further, explore and discover the natural world
- enhance children's growing knowledge of the reason for hand washing and healthy eating, so that they gain a broader understanding of how to lead a healthy lifestyle.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She plans her environment indoors to ensure all children are offered a range of interesting activities and resources that she knows they enjoy. For example, children with an interest in animals chose to play with small models of animals and dinosaurs throughout the day. The childminder asks children questions and introduces new words, giving them time to copy and repeat them as she reads their favourite animals stories. She reads with good pace and expression to make the story fun and interesting and this encourages children to join in with actions. As a result, children thoroughly enjoy hunting for animals and participating in the story, developing good early literacy skills. They show good recall skills as they remember the names of the characters and develop good language and communication skills and confidence by talking in small groups. The questions the childminder asks during children's play and routines help them to develop good critical thinking and problem solving skills. Consequently, children try hard and persevere with tasks, developing good dispositions for future learning. The

childminder invites children to listen to noises outdoors, such as a helicopter, van and birds singing. As a result, children develop good attention and listening skills. She provides children with a range of resources indoors for them to explore and develop all their senses. For example, children paint using leaves and conkers and investigate treasure baskets with interesting artefacts. However, the outdoor environment is not fully developed to offer children richer and more diverse experiences, to promote their exploration and understanding, particularly of the natural world.

The childminder observes the children to find out what they are interested in and enjoy. She re-shapes tasks as they occur, for example, as she invites children to make prints with the paint they find on their hands. The childminder provides a good balance of child-initiated and adult-led activities and gives children time to rehearse their skills and consolidate their learning. She is sensitive to children's learning needs and knows when to step in to assist, model and guide their play. For example, as she suggests children hold the leaf down, so it does not lift off the paper when they remove their paint brush. As a result, children show patience as they are shown what to do. The childminder teaches children the early stages of mathematics, for example, colours and counting. She offers lots of resources for children to practise their physical skills, such as a slide and bicycles, chalks and play dough. As a result, children develop good small and large motor skills.

The childminder involves parents in their children's learning by inviting them to contribute to their starting points. This enables her to ensure that children are provided with activities and resources, which they are already familiar and competent with. She also shares ideas for parents to support children's learning at home. As a result, children settle-in well and feel a sense of belonging. From the start and on an ongoing basis, the childminder assesses and monitors children's progress and parents are encouraged to contribute. She completes the progress check for children between the ages of two and three years to ensure that any need for early intervention can be identified. The childminder plans children's individual next steps in learning to help them to develop key skills in all seven areas of learning. As a result, children make good progress and are well prepared for school.

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

The childminder provides children with lots of fun activities and they laugh together and enjoy their time throughout the day. She provides a very welcoming environment, using warm, open body language and shows a genuine interest in the children. As a result, children feel a sense of belonging and form close bonds and attachment with the childminder and other children. They settle-in well and happily greet visitors with enthusiasm and confidence. The childminder is a good role model and offers gentle reminders of expectations of behaviour. For example, she asks children to share and take turns and consequently, they play cooperatively and show kindness and thoughtfulness as they pass the resources to each other. The childminder offers children praise and encourages them as they tackle tasks, for example, as they put on their own bib and use the toilet. Therefore, children develop good self-motivation as they show satisfaction with their achievements. They develop the confidence and self-esteem to prepare them emotionally for their journey onto other settings, including school.

The childminder provides children with a range of tools to use with care, such as scissors, knives and rakes. Children are offered challenges, such as negotiating the steps to the outdoors, navigating the slide and using larger play equipment in the local parks. As a result, children learn to take sensible risks in their play and use equipment safely. The childminder talks to parents regularly about children's care needs and asks what they can do at home. For example, she asks whether children can dress themselves and how they are managing their toileting needs. Therefore, she is able to further support children to develop their self-care skills in a consistent way.

Parents contribute to assessment records for children, who attend other settings or move onto school. They speak highly of the childminder, commenting that their children are 'exceptionally happy' and that her kindness and care makes 'the world a more beautiful place'. Children enjoy fresh air and exercise as they are provided with daily access to the outdoors. They are offered lots of fresh fruit and healthy snacks and they help themselves to their drink of water throughout the day. The childminder follows good hygiene routines and asks the children to wash their hands before eating. However, she does not always provide children with explanations of the reasons for hand washing and healthy eating, so that they gain a broader understanding of how to lead a healthy lifestyle.

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

The childminder understands and meets the learning and development requirements of the Early Years Foundation Stage. She routinely evaluates her practice and reflects on activities to see how children have played and what they have learnt. The childminder looks at what can be improved and accordingly, adapts the educational programmes that she provides to ensure all children make good progress. Following training, the childminder has developed the observation and assessment process to make it more user-friendly for parents to engage with more fully. Monitoring and assessments are meticulous and clearly shows how children are progressing in each of the seven areas of learning and highlights their next steps in learning. As a result, partnership working with parents is strong and children are supported well with their learning at the setting and at home.

The childminder gives high priority to the safety of children. She has a very good understanding of the safeguarding and welfare requirements and how to keep children safe. She knows the procedures to follow should she have a concern about a child in her care. Risk assessments are used daily to identify and minimise potential risks and the childminder supervises children closely to keep them safe as they play. All adults in the home have undergone the required suitability checks and the childminder has a written statement of the procedures to follow in relation to complaints. She regularly keeps her knowledge and skills updated by attending relevant training, such as safeguarding, paediatric first-aid and food safety. This ensures that children's safety and well-being is well promoted.

The childminder is keen to continue to develop her practice and undertake training and evaluates the quality of her practice. She has made good progress since her last

inspection and in establishing a strong setting. The childminder has developed very good working relationships with parents and regularly invites them to make suggestions to evaluate the service she offers. For example, she provides details of children's progress using emails, following a suggestion from busy parents. As a result, parents are able to access children's learning and development records using different methods to suit their needs, which enables them to further support children's learning at home. Parents comment that they are very happy with the care the childminder gives their children. The childminder understands the importance of working with other agencies, should she identify any gaps in children's learning, to secure appropriate interventions and ensure support is provided for all children to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	405179
Local authority	Lancashire
Inspection number	872231
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	15/05/2009
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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