

Inspection date

17/10/2014

Previous inspection date

20/03/2009

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 quality of teaching is good. The childminder has a detailed knowledge and understanding of the Early Years Foundation Stage and how children learn. Her accurate record keeping and assessment procedures mean that children make good progress in relation to their starting points.
- The childminder places a high priority on maintaining security and keeping all children safe from harm. Safeguarding procedures are robust and embedded well. Consequently, children are protected and effectively safeguarded.
- The childminder fosters warm, secure and nurturing relationships with the children. She works closely with parents and carers, sharing the care of the children. As a result, the children are happy, confident, active learners, able to think critically for themselves.
- Children clearly enjoy their time at this setting. The childminder provides an interesting environment where children are able to make choices about what they do, promoting their curiosity and exploratory skills.

It is not yet outstanding because

- There are fewer natural, open-ended resources available to further promote children's exploratory play and critical thinking.
- Occasionally, the childminder does not fully extend children's learning and language development through effective questioning.

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 playing in the main room and outside, including adult-led and child-initiated activities.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The inspector checked the evidence of suitability of adults living in the setting, the safeguarding policy and procedures, complaints policy and the self-evaluation systems that support the service.
- The inspector asked the childminder about the children's safety and supervision, outings, behaviour management and discussed the activities observed during the inspection.
- The inspector looked at the parental questionnaires provided by the parents of the minded children.
- The inspector checked evidence of the childminder's training and sampled a selection of written policies, documentation, children's learning journals, observations and assessment records.

Inspector

Lois Wiseman

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged 15, in a semi-detached bungalow in Morecambe, Lancashire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. Two rooms on the ground floor are used for childminding. There is an enclosed garden area for outside play. There are currently 10 children on roll. Of these, five are in the early years age range and they attend for a variety of sessions. The childminder is accredited and has an appropriate qualification at level 3. She receives funding for the provision of free early education for three- and four-year-olds. The childminder is a member of both the Professional Association for Childcare and Early Years and the Bay Childminding Network. She works in partnership with local children's centres and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance ways to build on the already good skills in promoting language development, for example, by posing more open-ended questions to further extend children's critical thinking
- include more natural, open-ended resources, for example, shells, bark, feathers, sticks, pebbles and wooden blocks, to further promote children's exploratory and sensory play.

Inspection judgements

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

The quality of the teaching is good. The childminder is very effective at meeting the children's individual needs and interests. She is professional in her approach to her service and is knowledgeable about how children learn and develop. She knows her children extremely well, and offers them a nurturing and motivating experience. The clear focus and understanding of the Early Years Foundation Stage mean that children's chances to progress their learning are good. The childminder provides a wide range of activities and experiences, both indoors and outdoors. As a consequence, children have many opportunities to learn and develop their independence. She has a thorough understanding of how children learn, planning activities and events that interest and motivates them and that support their progress. The childminder has high expectations of herself and of the children in her care. She speaks in a gentle and reassuring way. As a result, children become engaged and participate in activities, making good progress in all areas of

learning and development. The childminder's assessment and record keeping are effective. She gathers valuable information from the parents when the children start, noting details about their likes, dislikes, care routines and current interests. This enables her to plan challenging activities that meet the individual children's needs. Using evidence from her observations, the childminder updates the children's learning journals, monitoring their progress against guidance documents. These records provide parents with a documented account of the activities and experiences provided, and of the time spent with her. The childminder makes detailed observations of children during their play, where she identifies new skills and developing interests. She then adapts her planning to include further experiences to target children's individual needs. The childminder then shares information about the children's learning and progress with the parents, noting any comments received. Consequently, parents feel valued, respected and fully engaged in their children's learning.

The childminder becomes actively involved in the play experiences and provides effective support to children as they play and explore this interesting, welcoming, child-friendly learning environment. She is very aware of their changing needs and is genuinely interested in what the children share with her. As a result, their communication skills and language development are supported. Aware of their individual learning styles, the childminder encourages children to explore, have a go and try out new things. For example, she supports them playing with sand and water, encouraging them to investigate their different properties. This means that children learn about the world through sensory play. Throughout the activities the childminder ensures that the conversation flows freely by interacting with the children. She talks about what she is doing with younger children, especially when their responses are limited. Consequently, their language development and communications skills are supported. On occasion, however, the childminder misses opportune moments to extend children's level of thinking by asking too many closed questions. This means that children are not always given the maximum opportunities to enhance their emerging vocabulary and level of thinking even further. Children receive positive and nurturing support from the childminder, who gives them praise and encouragement all the time. Her calm approach ensures that children remain engaged and engrossed in their learning. For example, children enjoy watching leaves float on the surface of the water. They delight in rolling pine cones down the slide and giggle as they scrunch their hands into wet sand. As a result, children make good progress in all areas of learning. The environment is well-resourced and developmentally appropriate. However, there are fewer open-ended, natural resources that can be used in a variety of ways, to further promote the children's exploratory play and language development, and provide opportunities to extend their critical thinking.

Partnerships with parents are strong and valued. The childminder shares children's learning on a daily basis, using the preferred methods of the families. Her daily diary provides parents with detailed information about the children's care routines and significant experiences. As a consequence, parents feel that their contributions are highly valued and that they are active and equal partners in the care and education of their children. In addition, they are better prepared to be able to extend the children's learning at home to fully support their progress. The childminder supports school readiness by encouraging the development of self-help skills throughout the day, by getting children to

talk about their activities and by sharing stories. This means that their learning experiences are well supported.

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

The childminder has detailed knowledge of the children and of their individual learning styles, interests and care needs. Her environment is friendly and welcoming. As a result, children settle in very easily and are happy and relaxed. The childminder has developed strong bonds and close emotional attachments with the children. When they are unsure, she reassures them in a calm, warm and caring manner. The childminder has a clear and flexible settling-in process, which helps the children to feel secure and form superior attachments. Her individual approach is appreciated by parents during this sensitive period. As a consequence, strong and professional relationships develop between the parents and the childminder. Children feel safe and emotionally very secure because the childminder has a thorough understanding of children's individual needs and routines, making effective use of the information given by the parents. Children enjoy a strong sense of belonging in this home-from-home environment.

The childminder places a great deal of importance on maintaining a high level of health and safety while with the minded children. Consistent routines mean that children effectively learn about self-care and personal hygiene. Children have the use of their own towels, and wash and dry their hands before eating food. As a result, their well-being and health are maintained and promoted effectively. The childminder manages nappy changing and toileting very well, talking to the children consistently as she cares for them. Children have many opportunities to choose for themselves and develop self-help skills. For example, they decide which dinosaurs they will feed with leaves, and try to put their own wellington boots on before going outside to play. This means that children are independent and become active learners with a can-do attitude. The childminder offers children healthy snacks and drinks throughout the day, such as, toast, raisins and water, and promotes good manners. As a result, children understand about healthy living and develop positive social skills. The childminder has a consistent approach to positive behaviour management. She is a very good role model and supports their social and emotional development very effectively by using facial gestures, verbal praise and clapping. She speaks calmly and firmly, gets down to their level and uses eye contact very well. For example, older children are reminded to share the toys with the younger ones. As a result, children learn about acceptable boundaries and what is expected of them.

The childminder is very conscious of health and safety procedures and has robust written procedures and risk assessments in place. She checks the identity of adults who visit the home, and makes effective use of a visitors' book. Therefore, children are kept safe from harm. The premises are exceptionally clean and tidy, and she uses keys to access areas that might pose a danger to the minded children. Children learn to take safe risks as they negotiate space and height on steps and climbing equipment. This means that children become confident and capable learners as they learn to manage risks in their play. The childminder understands the careful preparation that is needed to help move children into school. She supports them in this transition by arranging visits to the school, liaising with

both nursery and school staff, and by having focused discussions with parents. Consequently, the move into school is as seamless as possible.

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

The childminder has a comprehensive understanding of the requirements of the Early Years Foundation Stage. The childminder has a good working knowledge of safeguarding and child protection procedures. She is clear about recognising the signs and symptoms of abuse, and knows who to contact if she has a concern about a child or has a complaint made against her. This ensures that children are safeguarded while in her care. Thorough and effective written policies and procedures are in place, which cover all the areas of the childminder's practice. She then shares these with parents and reviews them annually or earlier if needed. The childminder is dedicated in her approach to health and safety. She has compiled comprehensive written risk assessments for her practice indoors, outside, and also for a variety of outings. Children take part in emergency evacuations, and the childminder completes health and safety checks, supporting children's ongoing safety and welfare. Consequently, children are kept safe and free from harm.

The childminder is diligent in her approach and fully committed to providing a high level of service for all the children in her care. The activities, experiences and programmes that she provides for children are purposeful and totally appropriate for their age and stage of development. The childminder tracks the progress of the minded children thoroughly and any gaps are identified quickly and addressed. As a result, all the children can be involved in their learning and challenged appropriately as they make progress. The children's learning journals provide an accurate and detailed record of their learning experiences and achievements, with clear links to all the areas of learning. The childminder makes appropriate use of observations, recording how well children are playing and exploring, actively learning and thinking critically.

The childminder values the importance of working to improve the care and education of the children. Her self-evaluation is an open and accurate reflection of her daily practice. She is able to home in on areas that she wishes to develop even further. For example, she has targeted improvements to the outdoor play area to enhance children's activities outdoors. As a result, she shows a good capacity to improve her provision to extend children's learning and development in a safe environment. She consistently reviews the quality of her teaching and of the children's learning. The childminder is totally committed to extending her own professional development, and she accesses training on a regular basis. Ideas gained from the 'Schemas' training, for example, have already helped her to reflect on her environment in order to further support children's learning and development. As a consequence, children have more opportunities to make progress according to their relative starting points.

The childminder has very effective working relationships with parents and carers. She gives them verbal feedback and completes a daily diary sharing relevant information about their child's unique care needs, achievements and experiences. This enables parents to make a very strong contribution to effective partnership working for the benefit of their

children's learning and development. The childminder has efficient arrangements for information sharing with parents, for example, verbally, by text, telephone or email. She strengthens further partnerships in the community by taking the children to visit toddler groups and liaising with other professionals in local children's centres. As a result, children are offered wider opportunities to develop their social skills and learn about the world around them. The childminder uses questionnaires effectively to gauge the views of parents and carers. Emails and letters of support from parents speak very highly of the childminder's practice. Comments from these include, 'She goes above and beyond her duties and I would recommend her to anyone' and 'Her real strength for me lies in the extra things she does which go beyond our contract'. Consequently, both the childminder's service and children's care are promoted and celebrated.

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	EY382960
Local authority	Lancashire
Inspection number	858796
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	20/03/2009
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

