

<b>Inspection date</b>	19/12/2014
Previous inspection date	28/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Teaching is good and children are progressing well. The childminder provides children with a range of activities and experiences that effectively promote their overall development. As a result, children are motivated and active learners.
- The childminder successfully monitors children's ongoing development and she includes parents and other professionals in this process. As a result, children are well supported and their individual needs are met. Additionally, they enjoy caring and respectful relationships with the childminder.
- Children are effectively safeguarded, as the childminder is knowledgeable about child protection and demonstrates a good understanding of assessing risks.
- The childminder demonstrates a drive for development of her provision. Self-evaluation is accurate and training attended is well implemented.

### **It is not yet outstanding because**

- Opportunities for children to have sufficient uninterrupted time during play and activities, to test and try out their own ideas, are not maximised.
- The childminder does not always give children sufficient time to respond to questions.

## 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 viewed the premises, toys and equipment.
- The inspector observed the childminder playing and interacting with the children.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector checked evidence of the childminder's qualifications and the suitability of adult household members.
- The inspector took account of the information provided in the childminder's portfolio and parents' comments provided for the inspection.

**Inspector**  
Donna Birch

## Full report

### Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two daughters, in a house in Burnley. A playroom on the first floor, the master bedroom and bathroom on the second floor and the rear garden are used for childminding. The childminder attends a toddler group and 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, three of whom 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.

### What the setting needs to do to improve further

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

- provide more opportunities for children to have uninterrupted time during their play, so that they can test and try out their own ideas to extend their own learning
- allow children sufficient time, when engaged in conversations, to be able to think and answer, in order to extend their communication and thinking skills even further.

## Inspection judgements

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

The childminder establishes each child's initial capabilities and starting points by discussing their individual abilities, needs and interests with their parents. This enables her to complete an All about me document for each child. The childminder also conducts her observations to get to know children well and follow their interests. This enables her to plan interesting activities, tailored to each child's emerging skills and stage of development. Fun and effective teaching strategies are used well, to help children make consistent progress relevant to their age. The childminder records each child's learning in a learning journal folder. She also uses an interactive computer programme, to assist her in ensuring any next steps are clearly identified and used to inform future planning, teaching and activities. Additionally, the computer programme is used to effectively involve parents in their children's learning. Parents are afforded regular opportunities to share their comments and suggestions about what children are learning and enjoying at the childminder's and at home. This information is used by the childminder to complement activity planning and informs her self-evaluation. Observations undertaken show children are making good progress and developing skills and confidence in all areas of learning, in particular the prime areas. This provides a firm foundation for their future learning and eventually ensures that children are acquiring the skills and dispositions for future

learning, to be ready for school.

Resources are plentiful and well maintained. They provide children with a range of play opportunities, which cover all areas of learning. Children's physical and personal, social and emotional development is enhanced, by outings to the local toddler group, library and activities at the children's centre. This supports children to build in confidence and self-esteem with adults and their peers away from the home.

The childminder interacts well with children, involving them in conversations. She questions the children on most occasions. For example, when playing with the malleable dough and lentils, she talks to children about concepts, such as hard, soft, smooth and flat. However, on occasions, she does not allow children sufficient time to be able to think and answer her questions. Furthermore, she does not always allow children sufficient uninterrupted time during their play to test and try out their own ideas, in order to extend their communication and thinking even further. Nevertheless, she does understand the importance of extending children's communication and language skills and regularly attends singing and story sessions at the local children's centre and library. She incorporates ideas learnt at these sessions into practice, through planned activities, to support children even further, for instance, by reading stories that rhyme and give children the opportunity to develop their recall skills.

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

Children are very settled with this warm and friendly childminder because she successfully supports their emotional well-being, personal and social skills. Children are confident because of this caring, respectful approach and form secure attachments with her. Effective settling-in procedures are in place to ensure that children feel happy and secure before they start. This ensures there is a smooth and effective move, from home to the childminder's setting. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model to children and treats them with respect. The childminder places emphasis on children learning to play alongside each other, sharing and taking turns with the resources. Children are rewarded with lots of praise for their efforts. Consequently, this helps them to understand the rules and build positive relationships with their peers. The childminder's constant praise during activities, promotes children's confidence, self-esteem and well-being. Timely reminders from the childminder, teach children how to keep themselves safe, for example, she reminds children to put away the scissors when they have finished using them.

The childminder provides a stimulating learning environment. Resources are set out attractively in the playroom and are easy accessible, which helps children to make their own choices and develop their independence. Many opportunities are provided for children to benefit from physical exercise. Children enjoy dancing and visit the local park and woodland area, where they use large play equipment and the outdoor environment, to develop their large muscle skills. In the yard, they enjoy ball games, singing and stories.

Children's healthy lifestyles are promoted, through regular exercise and positive food choices. Outings to the local play areas help children have a healthy amount of fresh air. Children are also encouraged to exercise indoors, through music and movement activities. Children are becoming aware of risk and their own capabilities, as they are encouraged to actively explore. The childminder works flexibly with parents, to provide a balanced variety of healthy snacks and meals. She liaises with parents and the children concerning menu planning and food options. Children manage their personal needs very well, according to their age and stage of development. For example, children access the toilet and wash their hands independently. The childminder helps children to begin to develop good hygiene habits, such as using wipes, to clean their hands prior to eating and using tissues effectively to clean their nose. Facilities, such as a large sofa, cushions and blankets are available for children, to rest or sleep according to their individual needs.

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

The childminder has a very clear understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. Children are kept safe, as there is an up-to-date safeguarding policy and the childminder is aware of the procedures to follow if she has any concerns about a child. For example, through attendance at training, she is confident in her ability to recognise the possible indicators of abuse or neglect and she knows the correct procedure to follow to keep children safe. The childminder holds a current paediatric first-aid certificate. This provides her with the knowledge and skills required to effectively administer first aid, as well as meet the requirements for registration. The childminder has a good awareness of how to promote children's safety and carries out both visual and written risk assessments, to ensure children can play and explore confidently, in a safe and suitable environment. For example, there is a safety gate at the kitchen door and at the bottom of the stairs. Additionally, the main door is kept locked. A good range of policies, procedures and records, which underpin the children's care, are in place.

The childminder demonstrates a well-organised approach to her role. She clearly understands how to successfully support children's learning and development. Systems for monitoring children's achievements and supporting next steps in their learning are effective. The childminder evaluates her planning to make sure activities promote all areas of learning and meet children's individual needs. The childminder also demonstrates a commitment to continually improving her provision and ensuring it meets the needs of children and their families. She clearly identifies strengths and areas to improve. For instance, the childminder has completed her childminding portfolio to ensure she is meeting all the required aspects of the Early Years Foundation Stage. Additionally, she has refreshed some training and regularly meets with other childminders, to share good practice and broaden her already good understanding of childcare. Consequently, since her last inspection, the childminder has addressed all the recommendations made. Therefore, she demonstrates a dedicated approach to making meaningful and ongoing improvements to her provision.

The childminder establishes very open, trusting and positive partnerships with parents. She promotes regular exchanges of information with them, verbally and by the use of text messages and a computerised programme. This ensures that children's individual needs are met. Additionally, she asks parents and children to complete feedback sheets and quality questionnaires, concerning her level of service. As a result, parents feel included, valued and positively comment that they are very happy with the childminder's provision, confident that their children are extremely well cared for and are progressing very well. The childminder works well with other providers when children's care is shared. She exchanges regular feedback and information sheets with them about children's interests, learning and development so they can complement each other.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	403505
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	869004
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/04/2009
<b>Telephone number</b>	

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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.

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.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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