

<b>Inspection date</b>	11/09/2013
Previous inspection date	09/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 observation, planning and assessment provides interesting and stimulating activities that engages children and enables them to make good progress.
- Children's communication and language is well promoted as the childminder emphasis on speaking and listening. This encourages and extends children's speech and vocabulary.
- A range of outings in the local area successfully enable children to learn about their community, gain a sound understanding of the natural world and develop strong physical skills.
- The childminder is dedicated to her role and the children. Seeking all opportunities for further professional development to improve practice.

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

- There is scope to enhance children opportunities to practise early writing skills as this activity is not fully included in role play and outdoor play.
- The improvement plan does not fully take into account the quality of her service that is offered to support children's achievements over time.

## 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 two main rooms used for childminding, along with outdoor area.
- 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 learning journeys, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents spoken to on the day and via written correspondence.

## Inspector

Kathy Leatherbarrow

## Full Report

### Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and her adult child in a house in the central area of Blackpool. The local amenities include a nearby school, shops, park and library. The front room, the rear room and the kitchen on the ground floor are used for childminding. There is an enclosed play area to rear of the house. Bathroom facilities are located on the first floor.

There are currently five children on roll, of whom, four are within the early years age range. She provides care seven days a week, all year round and offers overnight care for one child. Currently, there are no children receiving overnight care. The childminder receives support from the local authority and is a member of a local childminder's group. She holds a National Vocational Qualification at Level 3 in childcare.

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

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

- provide and encourage children to engage in, a wider range of activities and experiences to promote their early writing skills, indoors and outdoors
  
- adapt the detailed self-evaluation to take into account the quality of the service that is offered to support children's achievements over time.

## Inspection judgements

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

The childminder provides a broad range of activities and experiences, which promote children's development well in all areas. She observes and assesses children's progress as they play and purposefully extends their learning. For example, children enjoy they messy play, exploring the different textures of cereals and painting with a range of paints and tools, the childminder encourages them to mix the two together and see what happens. While she plays alongside children, she effectively encourages their communication and language skills and promotes their physical and personal, social and emotional development. Their good progress in these three areas ensures that they have the key skills needed for the next steps in their learning, such as nursery or school. The childminder keeps aware of children's abilities at home and their learning at other settings mainly through talking with parents. Parents are kept well informed about their children's

progress. They receive plenty of information about their children's care and daily activities verbally and written in a comprehensive daily diary. They also read each observation written in their children's learning journey and encouraged to make comments about their progress. All children are working comfortably within the typical range of development expected for their age.

Children help themselves to toys from a broad range kept in the dedicated playroom. They move freely around the ground floor and enjoy the freedom to use the space imaginatively. For example, they pour the different kinds of cereal out of the tray and jump and stamp on it, listening and describing the noise that it makes. Young children's physical skills are encouraged well. For example, the childminder places exciting musical toys on the low-level seating, encouraging young children to pull themselves up, press the button and bounce in time to the music. Children are progressing well towards the early learning goals while enjoying fun activities. They are interested and keen learners. Children show good levels of concentration and perseverance on self-chosen tasks, such as looking at picture books and posting balls through tracks. They develop good hand to eye coordination as they carefully place each ball into the hole and turn pages of books carefully. Children some have opportunities to make marks through painting and chalks. However, opportunities to use writing materials are not purposefully built into role play or outdoor play. The childminder continually engages children in conversation about what they are doing and what might happen next while introducing new vocabulary. For example, they discuss blowing dandelions and looking what happens when the seeds are blown away, one child tried to do the same to another flower and they discuss the difference in petals. These discussions broaden children's vocabulary and understanding. Consequently, children make very good progress in all areas of communication and language.

Children thrive as they explore the exciting outdoor area, enjoying many activities, such as growing fruit and vegetables, role play and watching tadpoles grow. Children enjoy a wide range of outings that complement their learning. These offer interesting and challenging experiences, which effectively support children to make good progress. They gain awareness of their local area, such as go on nature walks to explore the environment, looking at wildlife and collect flowers, leaves and twigs to make pictures with on their return. These outings successfully promote their understanding of the world and their physical development. The childminder provides a wide range of art and craft activities, some of which raise children's awareness of cultural events.

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

The childminder establishes strong relationships with children, who demonstrate a secure attachment to them. Children regularly and confidently request different resources, such as, paints, chalks, sponges and brushes that demonstrate that they feel content and safe. She finds out as much as they can from parents about children's likes, dislikes and routines and takes care to use the information. This ensures that routines are familiar and comforting and enables children to feel very secure and settle well. Each child's individual health, physical and dietary needs are met to a high standard. Children eat nutritious home-cooked meals, such as pasta and vegetables. They talk about the importance of a

healthy diet and gain an awareness of healthy foods as they help to prepare a range of different fruit for snack.

The childminder encourages children to be independent and to hygienically manage their own personal needs. For example, children wash their hands prior to eating and are encouraged to manage their own toileting needs. They talk about getting rid of the germs that may harm their tummies. Young children are developing good self-help skills as they attempt to feed themselves using a spoon and are encouraged to wipe their own hands and faces afterwards. Many planned activities successfully promote their physical development. For example, they participate in regular music and dance sessions and carefully walk over the bridge in the garden. They also walk in the local area and practise climbing skills on equipment at the park.

The childminder effectively promotes children's well-being and independence. She allows children time to investigate on their own but knows when to offer help. Children gain a secure understanding of risk as they explore their environment. They regularly practise the emergency evacuation plan, which raises their awareness of what to do in an emergency and carefully use equipment, such as scissors. The childminder positively promotes children's sense of belonging and self-esteem by the effective use of praise. Children behave well and relate well to each other with older children, showing a caring nature towards younger children. Regular outings are purposefully planned to help develop confidence and independence as children become aware of others. This helps them to prepare for the next stage in their learning, such as nursery or school.

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

Since the last inspection, the childminder has built a good service and demonstrates a strong drive to build on her success. Most of the childminder's plans for improvement are self-identified but she is open to the views of parents. Although, this tends to focus on the individual learning needs of the children, rather than the quality of the service that she offers. She has undertaken much training since the last inspection. Through actively seeking this training and knowledge, she has improved her ability to teach good quality communication and language and record and track children's progress. This inspection took place following a recent concern highlighted by the vetting procedure. The childminder took immediate action to make sure children were safe, cooperating fully with the process. In addition, all documentation for the protection and safeguarding of children is in place and well organised and the childminder has booked herself on some training to refresh her knowledge of safeguarding. The childminder regularly reviews her written risk assessment and follows a useful checklist to help her to visually check that the home is suitable and safe for children. She fully understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She keeps all the required records and a wealth of others to help to keep children safe, protected and supported.

Children make good progress towards the early learning goals. This is because the childminder uses her secure understanding of the learning and development requirements

of the Early Years Foundation Stage to assess children's progress. The childminder demonstrates the benefits of working with others to support children's continuity of care and learning. She obtains regular information from parents about children's progress with other professionals and at other settings. These active partnerships result in the exchange of information, which enable her to identify any gaps in their learning and any children, who may need extra support. Partnerships with parents are good. Parents access good quality information about the way that the childminder works through informative policies. They receive plenty of information about their children's care and daily activities verbally and through receiving a memory stick with all the photographs of their children on, ensuring they are fully involved in their time spent with the childminder.

### **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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	EY287395
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	901702
<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>	09/09/2009
<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.

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