

Inspection date	16/12/2013
Previous inspection date	09/05/2011

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

- Babies and very young children are beginning to show good levels of independence. They are happy and settled and have developed a good relationship with the childminder.
- The quality of teaching is good because the childminder has a comprehensive understanding of how young children learn and as a result, they make good progress.
- The childminder gathers detailed information from parents when the children start. This helps ensure she knows children well and can effectively meet their individual needs from the start.
- Safeguarding of children is good. The childminder ensures policies and procedures are effectively implemented and as a result, children are protected and kept safe.

It is not yet outstanding because

- Although partnerships with parents are effective in supporting children's care needs, there is scope to enhance parent involvement in their child's learning in order to maximise learning.

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 looked at the rooms used for childminding and the garden.
 - The inspector spoke with the childminder throughout the inspection.
 - The inspector observed children and their interactions with the childminder.
- The inspector looked at a range of documentation, for example, the safeguarding and behaviour management policies. The inspector also looked at children's learning records.

Inspector

Sandra Harwood

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and 12 years in a house in the Marton area of Blackpool. The whole of the ground floor and the rear garden are used for childminding. The family has a dog, cat, tortoise and a rabbit as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local school. There are currently nine children on roll; of whom, three are in the early years age group and attend for a variety of sessions. The childminder offers care for older children before and after school and during the holidays. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of 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 partnerships with parents by promoting an ongoing dialogue or sharing of regular two-way observations of learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

Inspection judgements

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

The childminder has an excellent understanding of how children learn. She successfully provides babies and very young children with a wide range of balanced play and learning opportunities, which meet their individual needs and interests. As a result, the quality of teaching is good. Children have good opportunities to take part in a wide variety of motivating activities. This contributes to them making good progress in their learning and development. The use of a learning record helps the childminder to track children's development and plan successfully for their next steps in their learning. She works closely with parents to ensure that children settle well and gathers information from them regarding children's starting points and capabilities, to ensure she meets their individual needs effectively. However, less focus is given to involving parents in their children's learning, for example, through the exchange of information about what children are doing either at home or with the childminder to ensure they are fully involved in their children's learning. The childminder shares a daily contact book with parents. This helps them to

know how their children spend their day.

The childminder engages babies and very young children in active learning, encouraging them to notice what is happening and to succeed through trial and error. She enhances their understanding and communication skills as she asks questions or describes what they are doing. For example, as they post balls they are encouraged to look and find where they are through the good use of questions, such as, 'where has it gone?', the questions are used alongside hand gestures. This effectively promotes babies and young children's communication and language skills. Children are gaining very early mathematics skills as they have fun comparing the different sizes of hoops, which they place on the stacker and they laugh as the hoops roll. The childminder develops their learning as she includes colours and numbers when she talks to them during their play. Children begin to learn about the local and wider community through regular visits to the shops, park and local attractions, such as the zoo. Babies and children regularly attend sessions at the children's centre, where social skills are developing as they meet and engage with larger groups of children. This helps prepare them for eventual moves to nursery or school. They have opportunities to explore using their senses during messy play or at music and movement groups. The childminder plans a broad range of topics and activities, which include walks to gather leaves and twigs to use in their creative activities.

Children are given equal opportunities to enjoy the activities and experiences on offer. For example, the very young children thoroughly enjoy playing with interactive toys as they smile with delight. The childminder adapts activities to meet the needs and interest of babies and children. When a very young child spots a ball, he competently crawls under the table to retrieve it, the childminder talks about how heavy and hard it is. She skilfully ensures the child's interest is maintained as she encourages him to use a different ball that is softer as she engages in play.

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

Children are happy and settled because the childminder is welcoming and gives them lots of praise and encouragement; as a consequence, the children develop their sense of trust and well-being. They seek reassurance by a smile or cuddle and happily engage with the childminder as they play. The childminder gathers good information from parents about their child to ensure their needs are well met. Children's self-esteem is promoted as the childminder uses age-appropriate praise effectively and clear and consistent boundaries are realistic and appropriate. As a result, children are beginning to understand about acceptable behaviour.

The babies and younger children accompany the childminder as she takes older children to school and this familiarity helps to begin to prepare them for eventual transition to nursery or school. The babies and young children are beginning to develop an awareness of appropriate safety precautions when out in the community as the childminder uses the correct crossing and ensures the older children to cross the road correctly. Children are learning good hygiene practices through their daily routine. For example, they are beginning to understand that they need to wash their hands before snack as the

childminder has established this routine well. Children's health is further promoted through a range of healthy snacks and meals freshly prepared. Drinks are freely available throughout the day and the very young children are continually reminded, therefore, they begin to understand their own needs for a drink. Regular outings and the opportunity to play in the garden along with a range of activities, such as, music and movement, support children's growing understanding of the importance of regular exercise.

Babies and very young children are beginning to show their independence as they make choices from a wide range of suitable and appropriate equipment. A wider range of toys are available, which is stored in the playroom and allows them to make independent decisions about their play. The childminder is continually down at the children's level and is on hand to encourage cooperation as the very young children learn about sharing and turn taking. The childminder also has links with other childminders within the local area and they regularly join together through network meetings and provide activities for the children.

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

The childminder fulfils her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended relevant child protection courses and has a secure understanding of the procedures to follow should she have concerns about a child in her care. The childminder conducts thorough risk assessments to help her ensure children's safety in her home and on outings. She has put in place effective safety devices throughout her home to protect children from potential dangers. The childminder has a good awareness of her responsibilities to keep children safe and promote their well-being and as a result, children are kept safe. There is a full range of policies and procedures in place. The childminder implements and shares these with parents, keeping them well informed about the service she provides.

The childminder confidently explains how she evaluates her service. The use of information gathered from parents and the local authority, along with the exchange of information with other childminders, enables her to identify and address areas for development. The childminder uses this information to evaluate activities and experiences to ensure that they promote all children's learning. She regularly attends relevant training and shares good practice with other childminders to aid her practice. The learning and the care of the children is enhanced by the childminder's understanding of the needs of young children and her commitment to her own development.

The childminder regularly monitors children's development to ensure that they continue to make good progress in their learning. For example, through regular and accurate observations and the good use of local guidance documents to track children's learning. The childminder works well with parents to effectively meet the care and needs of children in her care. The childminder has a very clear and secure understanding of the importance of partnership working and easily identifies the procedure she would follow should a child

require extra support and how to promote continuity of care.

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. It will be monitored and inspected within twelve months of the date of this 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		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

Unique reference number	502043
Local authority	Blackpool
Inspection number	943309
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	09/05/2011
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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