

Inspection date	14/02/2014
Previous inspection date	30/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are happy and feel secure within the setting as strong relationships are formed with the childminder. She clearly knows the children well, as she responds positively as she meets their individual care and learning needs.
- The childminder clearly understands how to successfully support children in their learning and development. Therefore, teaching is good and as a result, children make good progress towards the early learning goals.
- Positive relationships have been forged with parents. The childminder uses current technology appropriately as an additional tool, which helps to ensure parents are kept well informed of their child's learning and ongoing achievements.
- The childminder has a good understanding of safeguarding and welfare requirements, therefore, children's good health and safety are assured.

It is not yet outstanding because

- There is scope to improve the range of resources available for the youngest children to explore and investigate a wider range of textures and materials to support their learning further through using their senses.
- Opportunities to experiment, recognise and play with numbers to enhance children's early mathematical skills are not yet fully explored.

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's participation in activities and interactions with the childminder in the designated playrooms.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning files, which included observations and tracking documents and a selection of other policies and records, including risk assessments.
- The inspector took into account the views of parents and carers from written comments recently obtained by the childminder.

Inspector

Hilary Boyd

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her four children, two of whom are adults and two children aged 11 and 15 years in the Marton area of Blackpool. The two designated playrooms, the kitchen, the bathroom on the first floor and the rear garden are used for childminding. The childminder attends local toddler groups. She visits the shops, parks and carries out planned outings on a regular basis.

There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except family holidays. She has a relevant level 3 childcare qualification and 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:

- provide a wider range of resources to enhance young children's development through sensory experiences, which stimulate and sustain their interest and innate curiosity, for example, by using varied treasure baskets
- enhance the already good programme for mathematics, for example, by providing further opportunities for children to explore and experiment with numbers and to begin to recognise numerals.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how children learn and develop, which supports her to meet children's needs. She understands the importance of working in partnership with parents and gathers relevant information about children's abilities, interests and care needs before they start. The childminder uses this information alongside a range of observations to determine their initial starting points, shortly after their settling-in period. She makes effective use of her knowledge on child development and tracking documents to accurately assess the ongoing progress, which children make over time in her care. In addition, the childminder has completed the progress check at age two years for the relevant children in her care; this is shared and discussed in partnership with parents. She makes effective use of daily discussions with parents to talk about children's progress, how learning can be extended at home and asks them to share their own observations of their children's achievements verbally or in the weekly diaries.

The childminder has developed good skills, knowledge and understanding of the characteristics of effective teaching. As a result, she enhances children's learning as she facilitates new experiences through planning and she enjoys participating in their play when appropriate. Equally, she knows when to stand back and allow the older children uninterrupted time to play and explore on their own. This means that children enjoy a good balance of both adult-led and child-initiated play experiences throughout the day.

The childminder uses information from observations, alongside gaps in their tracking documents, to provide them with stimulating, challenging and purposeful play experiences. Therefore, personalised planning is effectively carried out and additional observations are used to gather children's participation and interest in these adult-led activities. As a result, the childminder keeps effective records, which help her to monitor children's progress across the areas of learning and subsequent planning based on individual next steps, which ensure children are making good progress in their learning. She demonstrates through discussion, her commitment to working in partnership with parents and others. For example, parents are encouraged to promote their child's early writing skills as homework books are sent home. In addition, transition documents are completed when children move onto another provider, such as school. Consequently, information shared between the childminder and others, helps to prepare children for the next stage of their learning and progression.

The childminder has a good knowledge of how to teach children and how they learn. The organisation of the main playroom provides children with a wide range of resources to promote their development across all seven areas of learning. The organisation of space empowers children to make independent choices in their own play experiences and follow their own interests. For example, older children are particularly interested in playing with the cars and garage as they keep returning to this resource at different times throughout the day. They are confident in using their physical skills as they manoeuvre around the garage continually replacing their cars at the top and watching them move down to the bottom. Younger children are developing their use of physical skills as they have access to a range of interactive resources, which stimulate their interest as they make noises and light up in response to touch. However, younger children have fewer opportunities to explore different textures and materials to maximise learning through using their senses. Children's communication and language skills develop well because the childminder uses a range of strategies, which promote language for communication. For example, she repeats short sentences and letter sounds made by the children and this helps them to hear the correct pronunciation of these initial sounds. The childminder supports children's understanding of numbers and shapes as she counts during everyday routines and through some labelling and accessible mathematics resources. For example, children fill in the gaps that the childminder makes as she counts by rote, during their play together. However, there is scope to develop this further by providing more opportunities to develop children's number recognition, such as by having number lines, which are at child-height and planned activities to enable them to experiment with numbers.

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

The childminder provides a homely, caring and welcoming environment for all children. Children's emotional well-being is positively supported because the childminder provides a flexible and responsive approach during the settling-in periods, which support the smooth transition from home. Appropriate information about children's care needs and routines are discussed during this period. Children benefit from very secure attachments with the childminder. Her caring and nurturing approach towards children helps them to develop their personal, social and emotional skills. Consequently, children demonstrate a strong sense of belonging as they interact well with one another and the childminder. This is demonstrated well as children settle quickly when they arrive at the childminder's home and are eager to explore the resource rich environment. The childminder has formed good relationships with parents and uses a range of communication tools to keep them fully informed of their children's care and learning needs. For example, the childminder exchanges information through daily discussions as parents collect their children and through a weekly diary, which record their involvement in different activities. In addition, the childminder uses electronic tools to capture significant achievements for individual children, which are sent to parents immediately or shared with them at the end of the day. Consequently, the childminder understands the importance of sharing information, which keep parents aware of their children's achievements.

Children learn to manage possible risks and develop their understanding of safety. For example, the childminder reminds them about using the push along resources in the designated area. As a result, the safety of the younger children is promoted. While on outings, children are encouraged to hold hands and cross the road safely. Children are developing an understanding in the importance of healthy lifestyles and aspects of the wider community. For example, they become aware of other people and aspects of the natural environment as they attend local parent and toddler groups, shops and regular outings to the zoo and park. The childminder provides a suitable diet for children and allows them to make choices in their selection of food offered at snack and mealtimes. Older children develop effective independent self-care skills as they visit the toilet after seeking permission and wash their hands before snack and following personal care routines.

Children's self-esteem and self-confidence is developing well as the childminder routinely offers praise as she recognises their efforts and achievements. They behave well and show interest as they listen to discussions and instructions given by the childminder. For example, children show interest as they create cards for their parents. They respond positively to the childminder as they interact together talking about their families and each other. Consequently, children are developing an awareness of who they are. She acts as a positive role model when interacting and responding to children during their daily routines. For example, children who are quieter are actively encouraged to get involved in play experiences as the childminder gently involves them through her responsive and nurturing nature. As a result, children's personal, social and emotional development is particularly well fostered. This helps children become emotionally ready to start school in the future as they develop good social skills and confidence.

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

The childminder has good level of knowledge and understanding of the Statutory framework for the Early Years Foundation Stage, which enables her to support children's learning and to implement the safeguarding and welfare requirements. She has a good knowledge of local safeguarding and child protection procedures and understands her responsibilities and the procedures to follow, if she should have any concerns. The childminder understands the typical signs and symptoms of abuse and is able to demonstrate through discussion her ability to carry out the appropriate safeguarding procedures and knows what to do and who to contact in the event of a concern arising. She makes sure all of the required documents that promote children's well-being are in place and pertinent policies are shared with parents. Their understanding of these is further enhanced as these are discussed in detail and signed by parents before children start. The childminder maintains her home effectively to minimise potential risks and hazards to children. For example, written risk assessments cover all areas indoors, outdoors and outings and they include ongoing risks identified by the childminder. She and the children practise the fire evacuation drill on a regular basis, which promotes children's good understanding of safety procedures. As a result, children's safety and welfare is effectively promoted.

The childminder demonstrates a commitment to continually improving her practice. She regularly reflects on and evaluates her provision to achieve continuous improvement. Support from the local authority is welcomed and she uses the guidance and advice when reflecting on practice. The written self-evaluation form has recently been reviewed, which reflects accurate priorities for the future. The childminder evaluates and monitors planning and assessment procedures to ensure that she has a good knowledge of children's individual progress towards the early learning goals. As a result, she plans purposeful and developmentally appropriate activities, which sufficiently challenge children and motivate them in learning. Therefore, children are happy and display good levels of engagement and active participation in both child-initiated activities and adult-led activities.

The childminder has developed good relationships with parents. Meaningful information sharing, both verbally and documented, ensures children's needs are fully met and parents are given information, in order to empower their children to make progress at home. Systems are in place, which provides parents with opportunities to take their children's files home and add comments if desired. Written comments from parents are complimentary about the childminder. Recorded comments state that how children 'go in every morning with a smile on their face' and 'I wouldn't trust another childminder'. The childminder demonstrates through discussion a secure understanding of the importance in working in partnership with other childcare providers. As a result, children are well prepared for the next stage in their learning.

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	EY423552
Local authority	Blackpool
Inspection number	875760
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	30/11/2011
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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