

Inspection date	08/05/2014
Previous inspection date	29/10/2008

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

- Children are well safeguarded because the childminder is secure in her knowledge of what to do should a concern arise about children in her care.
- Teaching is good because the childminder has a very good understanding of how young children learn. The childminder teaches the children by ensuring challenging play opportunities and experiences across all areas of learning and development. She skilfully adapts activities to ensure all children have the opportunity to join in and promote their learning.
- Children are happy and demonstrate they feel safe and secure in their surroundings because the childminder has warm relationships with them. The childminder and children sit together and they invite the childminder to join in with their play.

It is not yet outstanding because

- There is scope to further enhance parents' involvement in supporting their children's learning at home, to promote a shared approach to enabling children to make the very best progress.

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 a range of documentation, including suitability checks for all adults in the childminder's home.
- The inspector observed the childminder's interaction with the children in her care.
- The inspector looked at the children's development files and discussed planning with the childminder.

Inspector

Sandra Harwood

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who is also a registered childminder, in a house in Blackpool. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder visits the shops, parks and local attractions as well as a variety of groups, on a regular basis. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and holidays.

What the setting needs to do to improve further

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

- develop ways to help parents understand about their children's learning, for example, by ensuring information exchanged includes what they have learnt and how this can be extended at home.

Inspection judgements

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

The childminder knows the children very well and plans challenging and fun activities based on their interests. She demonstrates a good understanding of how children learn and is aware of the different rates they progress. The recent introduction of a comprehensive 'all about me' booklet identifies children's starting points. Verbal input from parents further enables the childminder to assess the child's individual capabilities from the start. The daily exchange of information enables this to continue and to keep parents informed of their children's progress. The childminder has a good knowledge of each child's interests and uses this to plan for children in her care. The learning record for each child includes observations and assessments to identify children's stage of development. The childminder uses this information to plan and adapt activities for all children to ensure their involvement, which aids their interest in learning.

Children enjoy their active learning and through good support, develop a positive attitude to learning. This is because the childminder plans activities and first-hand experiences to help promote a range of skills. As a result, children are building their capacity to learn and prepare them for their next stage in learning, such as nursery or school. For example, the children concentrate as they use pens to draw their pictures. The childminder extends this as she draws around the children's hand. She demonstrates how to do this and the children proudly show their attempts as they receive much praise. The childminder skilfully introduces children to counting as they count their fingers on the paper or as they sing a range of nursery rhymes. Other mathematical language is interwoven through activities as

they play and compare size, such as big and little. Children demonstrate how they use their growing imagination, for example, as they build a garage with bricks. The childminder uses opportunities, such as these, to introduce children to mathematical language and helps them to develop problem solving skills as she asks them 'Is it big enough for the car?' Children's understanding of the local community is well supported by a range of first-hand experiences. There is a good balance between child-initiated and adult-led activities. The childminder skilfully supports and extends children's learning and development. She listens actively, joins in and understands when to sit back and enable children to discover on their own.

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

The childminder provides a warm and welcoming environment where children feel at home. She works hard to get to know the children from the start of their placement by gathering information from parents to ensure she can meet their needs effectively. As a result, children are confident and well settled in the setting. Children behave well because the childminder gives very good explanations about how to play safely, explaining the reason why they should not run around indoors. Children learn why it is important to tidy up after themselves and as a result, they are beginning to take responsibility for their actions. The childminder works with parents to ensure she applies a consistent approach to any challenging behaviour. Good strategies are used, such as ensuring eye contact is made when talking to children about any unwanted behaviour. Children are learning how to share with their peers through activities that are designed to encourage this aspect of their personal, social and emotional development.

Children are becoming increasingly independent because the childminder allows them time to try things for themselves. For example, they try to put on their coat and shoes, also, they access their own drinks when they feel thirsty. In addition, because the childminder praises their efforts, the children's self-esteem and confidence is promoted. Children sit together to have their meals, which encourages their understanding of social situations, such as mealtimes. In addition, the childminder reinforces the use of 'please' and 'thank you' and through this, the children learn about good manners.

The childminder helps children to make transitions from home to her care and as they move onto nursery or school. Children use ride on toys in the outdoor area, which effectively promotes their physical development. In addition, they learn about growth and change as they tend to the growing fruits and vegetables and they explore a wide range of local attractions, such as the local woods.

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

Children are effectively safeguarded as the childminder has a good knowledge of local safeguarding procedures. She is well informed about child protection issues and has the appropriate contact details should she have any concerns. All the required clearance checks are in place to further safeguard children. Children are kept safe in the childminder's care because she supervises them well. The childminder completes detailed

risk assessments and puts measures in place to provide a safe environment for children to play, both in the home and on outings. This demonstrates her clear understanding of her role and responsibility towards children's learning and welfare. She keeps the required records, which she completes and stores safely to share with parents or relevant authorities.

The childminder evaluates her practice continually and identifies her strengths and weakness and plans how she will address this. She gathers feedback from parents and the local authority development worker to help her monitor the educational programmes she offers. For example, she attends training courses to update her knowledge, in order to continue to improve her provision and children's experiences. The childminder organises her home well to meet the needs of the children in her care and ensures resources are readily available to support children in all areas of learning and development.

The childminder has positive relationships with parents. A daily exchange of information both written and verbal, enables support for children and ensures their needs are met. However, the exchange of information focuses on children's care rather than their learning, which means there is scope to involve parents even more in their children's learning. The childminder uses support from the local authority, along with the exchange of ideas or practice from other providers to help ensure that her practice and activities on offer help support children to make good progress in their learning. The childminder is proactive in her contact with other providers. She makes contact or visits settings to support children and families, which enhances continuity for children attending more than one setting.

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	308363
Local authority	Blackpool
Inspection number	867800
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29/10/2008
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

