

Inspection date	03/07/2014
Previous inspection date	19/06/2012

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 develop warm, affectionate bonds with the childminder and their peers. This helps children become confident and secure while in her care.
- The childminder provides a good mix of adult-led and child-initiated play experiences for all children, so that they are offered a broad range of activities that help them to make good progress.
- The childminder has good relationships with parents and other professionals. This ensures that children's care and learning is well supported.
- The childminder gives priority to the safety of children and effectively supports children's growing understanding of how to keep themselves safe and healthy.

It is not yet outstanding because

- The childminder does not always use mealtimes to enhance children's independence skills.
- There is scope to make available more words, signs and symbols around the setting, to support children's literacy skills.

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 childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of all adults in the setting, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents through discussions and parent questionnaires.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Cath Palser

Full report

Information about the setting

The childminder was registered in 2011. She lives with her partner in Thornton-Cleveleys, Lancashire. Most of the bungalow is used for childminding, including an outdoor play area. The childminder walks to toddler groups and takes children to, and collects them from, local schools. The childminder has two pet dogs and a cat. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with an assistant. There are currently three children attending who are within the early years age range and one child is aged over five years. She is a member of the Professional Association for Childcare and Early Years, and of the local childminding network.

What the setting needs to do to improve further

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

- embed the already strong focus on developing children's independence, for example, by giving them opportunities to help prepare their own food and pour their own drinks
- develop the educational programmes for children's literacy development further, for example, by providing more print, signs and symbols around the setting.

Inspection judgements

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

The childminder has a good understanding of children's skills and abilities, and plans are targeted towards their current developmental stage and beyond. This impacts positively on their learning and development, because the childminder ensures that activities and play opportunities are interesting and engaging for children. They are provided with good levels of challenge, which means that they make good progress towards the early learning goals. Observations and assessments are used to identify children's next steps in learning and inform planning. As a result, children are helped to prepare for their transition on to school. Children access resources across the prime and specific areas of learning. For example, they talk on the toy telephone, and show good physical development as they take turns to mix ingredients to make their volcano. Children's social skills are good. This is because the childminder is a good role model, and clearly explains what is expected of children. Consequently, they show good manners and respect for each other as they play together well. Children talk about good teamwork, sharing and taking turns.

Children are seen to enjoy their time with the childminder, as they laugh and have fun. They show confidence as they initiate their own activities, as the resources are within easy

reach. The childminder extends children's vocabulary and provides good models of language. She teaches them to use new words, for example, 'lava' when making the volcano. Teaching and learning is good because the childminder knows her children well, and how to support them to make good progress. Children are encouraged to speculate and test ideas through trial and error. For example, they search for hazards in the setting as they carry out their risk assessment together. The childminder asks questions to extend children's thinking skills, and guides their thinking. For example, she asks what could happen if potential hazards are not removed. She asks children their views and supports them to carry out their tasks. The childminder offers clear instructions so children understand what will happen next, and they have clear expectations. For example, the childminder talks about the ingredients needed to make the paste for their paper volcano model.

The childminder teaches children the early stages of mathematics. For example, they count how many cups of flour and water are needed for the ingredients, and the colours of the cutlery and pencils. There is a selection of books, and words and pictures on display on posters in the conservatory. However, there is scope to promote literacy further, for example, by displaying more letters and words so children learn early phonics skills, and recognise that print has a meaning. Children's ability to express their ideas and use their imagination is promoted well. For example, they use a magic wand to imagine they can make people disappear, and use small world models, pretending they are at the zoo. The childminder has developed a bug hotel for children to observe living things. She tests children's knowledge of volcanos, and as a result, they learn more about the world around them. She provides a good range of information and communication technology resources. This helps children to learn how to operate simple equipment. Partnership with parents regarding the teaching and learning is good. For example, they discuss their children's starting points, progress, and ongoing information. They talk about ideas to extend learning at home. For example, they share books about zoo animals, insects and wildlife, and role-play characters that follow children's current interests.

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

Children are forming very good bonds and attachments with the childminder and their peers, and are seen to be relaxed and confident with each other. Partnership with parents regarding children's care needs are good. This is because the childminder seeks information, and continues these routines at the setting, for example, sleeping and toileting arrangements. Children's independence is good. For example, they access resources themselves, and are given a choice of the fruit they eat. Equipment and resources within the childminder's home are safe. Children's awareness of personal safety and risks is promoted very well. For example, they carry out risk assessments together, and tick a checklist to record whether the setting is safe. The childminder encourages them to think about how to remove any potential dangers, such as a stone on the grass. They also talk about stranger danger. Children behave well as the childminder is a good role model and encourages good manners. She explains the setting's ground rules and children know what is expected of them. The childminder teaches children to socialise and they show kindness and concern for the feelings of others. For example, children offer reassurance to their peers when they recognise that they are upset.

Being healthy is promoted because children have free-flow access to the outdoors area. Children eat a range of nutritious food, which is balanced and healthy, for example, tuna pasta, rice pudding and a selection of fruit. She encourages children to enjoy fresh air and exercise by providing ride along toys and resources to offer a physical challenge. For example, children use the tunnel and small table with other resources to make an assault course.

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

The safeguarding and welfare requirements are well promoted. The childminder is aware of child protection procedures and what to do if she is concerned about a child in her care or has any concerns about the behaviour of anyone working with children. The childminder works with her assistant to evaluate and reflect on the service that she provides. They attend regular training and consider ways to implement ideas to improve practice. For example, the childminder follows food hygiene guidance regarding food storage and preparation, to help keep children safe. The use of self-evaluation to support continuous improvement is developing well. The childminder monitors the quality of the assistant's teaching skills and quickly identifies areas to develop. This ensures a consistent approach is used to support children's learning and development. The childminder manages risks to children's safety and supervises them closely to keep them safe. She involves children when carrying out risk assessments of the setting. This helps them learn to keep themselves safe and look out for potential hazards. Children take part in fire evacuation drills and become familiar with the procedure.

Partnerships with parents are good because the childminder encourages information sharing right from the start, when children join the setting. This means that children's starting points are assessed, and that their progress is well supported throughout their time at the setting. The views of parents and children are incorporated into the childminder's self-evaluation. For example, parents ask the childminder to talk to children about stranger danger, and suggest interesting outings and local attractions they know their children will enjoy. The childminder works hard to ensure that all the necessary documentation is in place. She records accidents, incidents and the administration of medicine, and who has parental responsibility for children. Partnerships with other providers and agencies are good. The childminder is a member of the local childminding network and has contacts with her local children's centre, schools and nurseries. She completes the progress check for children between the ages of two and three years to ensure that any need for early intervention can be identified. She knows the referral process for children needing additional support. The childminder monitors the learning and development requirements by completing observations and assessments of children. This is used to inform tracking documents to establish children's progress and support children's readiness for school.

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	EY434266
Local authority	Blackpool
Inspection number	870491
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	4
Name of provider	
Date of previous inspection	19/06/2012
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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