

Inspection date	13/10/2014
Previous inspection date	06/05/2009

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

- The childminder knows children well, she has a good understanding of children's achievements and where they need to go next. Good teaching and a wide range of enjoyable activities, support children to make good progress.
- Children thrive due to the kind, caring nature of the childminder. They are supported in their play and consequently, are happy and keen learners in the safe and secure home.
- The childminder has a good understanding of safeguarding children. Rigorous checks of the premises and a clear understanding of the possible indicators of abuse ensure children are protected from harm.
- Partnerships with parents are effective. The childminder works alongside them to ensure the individual care needs of children are met.

It is not yet outstanding because

- Opportunities for all parents to support and share information about their children's learning and development at home are not maximised.
- Opportunities to support young children's growing awareness that print carries meaning are not fully promoted.

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 viewed the premises, toys and equipment.
- The inspector observed the childminder playing and interacting with the children.
The inspector checked some documents, including the childminder's policies, procedures, risk assessments, self-evaluation and the children's development records.
- The inspector checked evidence of the childminder's qualifications, suitability and the suitability of other adults living at her home.

Inspector

Donna Birch

Full report

Information about the setting

The childminder was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son, in a house in Blackpool. The whole of the ground floor and one bedroom and a bathroom on the first floor are used for childminding. There is an enclosed, rear garden available for outdoor play. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6.15pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- increase opportunities for parents to contribute information about what children do at home and use this to complement planning in the setting, to effectively move children forward in their learning
- support children's emerging literacy skills and growing awareness that print carries meaning for example, by labelling the storage boxes which contain resources.

Inspection judgements

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

The childminder establishes each child's initial capabilities and starting points, by discussing their individual abilities, needs and interests with their parents, who also complete a child information booklet for their child. The childminder also conducts her own observations, to get to know children well and follow their interests. This enables her to plan interesting activities, tailored to each child's emerging skills and stage of development. The childminder has high expectations of children and offers appropriate levels of support and challenge, as and when required. Fun and effective teaching strategies are used well, to help children to make consistent progress, relevant to their age. The childminder records each child's progress in a learning journey folder. She uses early years' guidance documents to ensure children's next steps are clearly identified and used to inform future planning, teaching and activities. The observations the childminder makes of children's learning show that children make good progress and develop skills and confidence in all areas of learning, in particular, the prime areas. This provides a firm

foundation for their future learning as children acquire the skills and dispositions they need to be ready for school.

Resources are plentiful and well maintained. They provide children with a range of play opportunities, which cover all the areas of learning. Children's physical development is enhanced, by easy access from the lounge to the garden, where they enjoy riding bicycles and playing on the slide and see-saw. Children also enjoy running and tumbling on the spacious grass area. In addition, children enjoy many different outings in the local community and activities at the children's centre. This enables children to build confidence and self-esteem with adults and their peers away from the home. The childminder constantly interacts with the children, involving them in conversations. She skilfully questions the children and asks them open-ended questions, such as 'how many do we need?' and 'how can we fix this?' As a result, children's vocabulary and thinking skills are extended. Additionally, the childminder attends language groups and story and singing sessions at the local children's centre. She then incorporates ideas learnt into her practice through planned activities, to support children even further. For instance, during play she repeats difficult words and emphasises the initial letter sounds that children find difficult to pronounce. Consequently, children's communication and language are successfully supported.

Children learn about the world through a good range of planned and spontaneous activities. For example, they learn about caring for living things as they look after the plants in the garden. The childminder routinely introduces mathematical concepts into children's play. For example, she asks them how many blocks they have and discusses their shape. Children enjoy mark making and have access to a range of mark making resources, such as, crayons, markers and paint. They competently draw lines and circles and older children are beginning to understand that their marks have meaning. For example, they attempt to write their name on their work. Children's imaginative skills are well supported, they enjoy domestic role play, picnic's outside and playing with small world resources, such as, dinosaurs, cars and trucks. Therefore, children have lots of opportunities to test and try out different roles.

Overall, partnerships with parents are good. The children's learning journal records are well documented and include observations of children engaging in a wide range of enjoyable activities. These are shared with parents, so they are kept informed of their children's progress. However, the childminder does not involve parents in their child's learning to the maximum potential. This is because she does obtain detailed information from parents about what children have been learning and achieving at home and use this to inform future planning.

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

Children are happy and settled, which helps them to form positive relationships and secure attachments with the childminder. The childminder creates a warm, welcoming and stimulating environment for the children, which effectively supports their emotional well-being. There are good settling-in procedures and the childminder works closely with

parents during this time, to share significant information about children. As a result, children are well supported when they first start to attend, because the childminder provides them with familiar and consistent routines. Children display confidence in their surroundings and are eager to play and learn in this vibrant home. The childminder interacts with children as they play and shows a genuine interest in what they are doing. She is attentive towards their needs and children feel happy to approach her for reassurance, which is always embraced by the childminder. Additionally, she provides children with lots of praise and encouragement and as a result, children's self-esteem is supported.

Children have access to a clean, safe and suitably organised environment. The living room is set up so children are able to independently access a wide range of toys and activities. These include some resources which positively reflect difference and diversity. However, not all storage boxes are labelled with pictures and words, to further enhance children's exposure to print and support their emerging literacy development and understanding that print has meaning. The childminder has a very calm manner and treats children with kindness and respect. She is a good role model and uses a consistent approach in dealing with unwanted behaviours. She has realistic expectations of children and the rules and boundaries that are set are age appropriate. As a result, children are responsive and behave well. Children are happy, inquisitive and show good levels of self-esteem and emotional security, which builds a firm foundation for their future learning and their moves to other settings, such as nursery or school.

Children's healthy lifestyles are promoted, though regular exercise and positive food choices. Playing in the garden and many outings in the local community, ensure children have access to plenty of fresh air and the opportunity to develop their social skills away from the setting. The childminder works with parents and other professionals, to ensure children receive a healthy and balanced diet while in her care. For example, she has attended a healthy eating course at her local children's centre and has devised new recipes, which include even more positive food choices for children. Children manage their personal hygiene well for their age and stage of development. For example, children access the toilet and wash their hands independently. The childminder encourages younger children to develop good hygiene habits, such as wiping their hands with wipes before and after meals. Nappy change routines are managed effectively. For instance, the childminder uses protective equipment and uses disinfectant spray to clean the change area. As a result, children's health is protected. In the lounge there is a large sofa with cushions and blankets, so children can relax and have quiet time. Additionally, there is a bedroom available upstairs, to accommodate children who require a sleep in a quieter environment. Appropriate safety measures are used in the home to keep children safe and children are supported well with developing their understanding of how to assess dangers and manage risks. For example, the childminder teaches children about road safety, evacuation, staying close by her when they go out and about and how to use resources safely. As a result, children apply their learning well and show an increasing sense of understanding.

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

The childminder has a good understanding of the safeguarding and welfare requirements. A wide range of written policies and procedures are implemented successfully, which helps to safeguard children. Risk assessments are completed for the indoor and outdoor environment, to ensure that hazards are minimised and that these areas are safe for children. The required checks have been completed for adults living at the home, to ensure they are suitable. All records are well organised and all parental permissions are in place. The childminder has attended training in safeguarding and first aid. She has a good understanding of her duty to protect children and of the indicator signs of abuse. She knows the correct procedure to follow should she have concerns about the welfare of a child. She is able to deal with any minor accidents or injuries that children may have and she knows to maintain accurate records of these to keep parents well informed. As a result, children are well protected.

The childminder monitors and evaluates the educational programmes, to ensure that all areas of learning are covered through enjoyable activities for the children. Self-evaluation is effective and the childminder can identify her strengths and areas for future development. She works closely with the local authority team, welcoming and valuing their support and has also attended a number of short courses. The childminder has made significant improvements since her last inspection. For example, she has addressed the recommendations made in her previous report and has gained her early years qualification at level 3. Additionally, she uses the knowledge gained from this, to help her guide and support children's learning. This demonstrates her commitment to continuous improvement of her setting and providing better outcomes for the children who attend.

Overall, partnerships with parents are good. The childminder shares information about their child's day with them verbally, as well as providing daily diaries detailing their day. The childminder fully understands the importance of sharing information and working in partnership with other professionals and the local primary schools, to meet the individual needs of children. For example, she regularly talks to teachers and ensures that any messages for parents are relayed in a timely fashion. Additionally, she liaises with health professionals at the local children's centre to further support individual children's learning needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	307995
Local authority	Blackpool
Inspection number	876822
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	06/05/2009
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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