

<b>Inspection date</b>	03/12/2014
Previous inspection date	06/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children engage in a range of activities which meet their individual needs, interests and contribute towards their good progress.
- The childminder develops warm and respectful relationships with the children. This means that children are confident and secure.
- Robust safeguarding policies and procedures are in place to ensure that children's welfare is protected. Children are kept safe and are supported well by the childminder.
- The childminder establishes good relationships with parents and other professionals to ensure that children's care and learning is well supported.

### **It is not yet outstanding because**

- The childminder does not use strategies to engage all parents fully in their children's learning so that children benefit from a consistent approach to supporting their progress.
- The childminder does not give children explanations of the reasons for washing their hands and for healthy eating so they gain a greater understanding to underpin their good health.

## 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 discussed the procedures for safeguarding children with the childminder, and viewed the risk assessments and other safety documentation.
- The inspector reviewed records of the children's assessment and planning.
- The inspector reviewed the childminder's self-evaluation form as provided via email to the inspector.

## Inspector

Cath Palser

## Full report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child in the Bispham area of Blackpool. Her partner is also her assistant. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The family has a pet cat. The childminder supports a number of children with special educational needs and/or disabilities. She attends a toddler group and activities at the local children's centre. The childminder visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and is offered support and training from the local childminding network. She holds a relevant childcare qualification at level 3.

### What the setting needs to do to improve further

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

- build on the already good partnership working with parents, for example, by inviting them to contribute even more about what they know their child can do at home, so that children fully benefit from a consistent approach to supporting their progress
- explain the reason for hand-washing and healthy eating so that children gain a greater understanding to underpin their good health.

## 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 the learning and development requirements of the Early Years Foundation Stage. She effectively supports children's learning and engages with parents as soon as children start. Children's starting points are clearly identified through discussions with parents. This information is used to supplement the childminder's planning across the seven areas of learning, to meet children's interests and future learning. The childminder completes the progress check for children aged between two and three years to ensure that any need for early intervention can be identified and supported. She invites parents to share children's progress records and ongoing information so they can supplement children's learning at home. For example, children take home books and games that they have enjoyed playing with, and also their own sunflowers to grow. However, the childminder does not use strategies to effectively

engage all parents more fully in their children's learning by encouraging them to share with her what their children are achieving or interested in at home. Therefore, she is not able to ensure that children benefit from a consistent approach that supports their progress.

Children have access to a good range of interesting and good quality resources and play opportunities. The childminder gives high priority to promoting children's communication and language development, and supporting their language acquisition. She engages in purposeful dialogue with the children as they play and carry out routines by providing children with supporting comments and questions. She models language clearly so children learn new skills, for example, as she asks children what they should wear to play outside as it is cold. Children enjoy the attention they receive and they invite the childminder to join in with their play. As a result, children feel valued and develop a sense of belonging. The childminder knows the children well and identifies what they enjoy. She supports their play by implementing effective planning, for example, by introducing trains and dinosaur enhancements to follow children's interests and extend their learning further. Consequently, children enjoy their time with the childminder and all children, including those with special educational needs and/or disabilities, make good progress towards the early learning goals.

Children are given time to practise and reinforce what is being taught to them, for example, as they work out how to unscrew the lid on a tub. As a result, children learn good problem solving skills. Mathematical concepts are introduced into children's activities, for example, as they count the play buttons and name the different shapes and colours. Consequently, children learn to count for a purpose and develop good early mathematical skills. The childminder provides resources to promote children's imagination and creative development. For example, children enjoy making pretend meals in the play kitchen. They show good dexterity skills as they manipulate a beater between their hands, to establish how best to hold it to play the xylophone. Children develop good coordination and balance as they ride in toy cars and negotiate around the cones outside. They show good grip as they use chalks and crayons to make their own marks on the patio. Therefore, children make good progress in their physical skills, including the skills needed for early writing, to help prepare them well for school.

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

Children form good bonds and attachments with the childminder and are relaxed and confident with each other. The childminder establishes good partnerships with parents to discover children's care needs. She seeks information and provides continuity at her setting, for example, sleeping arrangements and special dietary requirements. As a result, children's well-being is well met. Children access the environment freely and choose what they wish to play with. The childminder is a good role model and has high expectations of the children. She encourages good manners and cooperative behaviour. She gives children reminders to share and take turns and, as a result, children know what is expected of them and they behave well. Children listen attentively to the childminder's instructions, for

example, as she asks them to tidy away their toys. She teaches children about road safety and children take part in fire evacuations. As a result, children learn to keep themselves safe and be aware of potential hazards.

The childminder encourages children to do things for themselves and is close at hand to offer help if needed, after giving children time to have a go. For example, she offers help when children try to put on their coat and hat and, as a result, children are self-motivated to keep trying and to learn. Children are confident in their surroundings and know the daily routines. For example, they know when it is lunch time, time for a nap and time to wash their hands before eating. Children are well nourished because the childminder offers children fresh, home-made meals, for example, spaghetti bolognese and a variety of fresh fruit. However, she does not explain to children the reason why it is important to wash their hands or the reason why it is important to eat healthy foods and make healthy choices. This does not promote children's understanding to the maximum potential. In spite of this, children have daily access to the outdoor area and play energetically, which contributes to their good physical health and well-being. They grow their own fruit and vegetables and taste them when they are ripe. The childminder takes children to local parks to play on the larger play equipment. They go on outings to the zoo and sea creature centre and have plenty of exercise, as well as developing their interest and curiosity in living things.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are promoted well. The childminder is aware of the child protection procedures and what to do if she is concerned about a child in her care. She updates her knowledge by regularly attending safeguarding and paediatric first-aid training. Also, she books training for her assistant. All adults in the house have completed checks to ensure they are suitable to be with children. There are accurate records and policies in place to ensure children are safe, including a written procedure to follow regarding complaints and taking photographs of children. The childminder manages risks to children's safety and supervises them at all times. She has completed food safety training to ensure the safe preparation of food. Risks assessments are carried out daily to ensure the environment and equipment is safe and any risks are minimised. For example, the premises are locked to ensure that no intruders can enter and that no children can leave the premises unattended.

The childminder has good skills and knowledge of the requirements of the Early Years Foundation Stage of teaching across all areas of learning. She holds a childcare qualification at level 3 and this contributes to her secure knowledge and skills. She takes account of children's views, through observations of their play and by asking them their opinions. She routinely evaluates activities to establish what can be improved. The childminder receives regular support from the local authority to evaluate and improve the quality of her practice and demonstrates good progress in establishing a strong setting.

The childminder has made strong improvement since the last inspection, demonstrating a commitment to continuous improvement. She plans continuous professional development for herself and her assistant, which is improving the quality of teaching. The childminder attended the early language development programme, which has helped her to use effective strategies to promote children's communication skills. For example, by repeating and copying children's words and phrases and by speaking with good tone and expression. As a result, children, including those with special educational needs and/or disabilities, are making good progress with their language and communication skills. The childminder works with parents to share ongoing information to meet the needs and interests of children. They are invited to contribute to children's daily diaries and discuss their care needs and routines to establish good continuity of care. Partnership with other providers and other agencies are very good. The childminder follows children's care plans. She invites health professionals to the setting to observe children and assess their progress. These, together with the childminder's own observations, are used to inform children's next steps in learning. Consequently, any gaps in children's progress are closing and they make good progress towards the early learning goals.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY383015
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	858797
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/04/2009
<b>Telephone number</b>	

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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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