

<b>Inspection date</b>	23/12/2014
Previous inspection date	14/05/2012

<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 educational programme is well-planned to cover all areas of learning and provide challenging and motivating teaching and learning experiences for all children. As a result, children consistently make good progress in relation to their starting points.
- Children settle easily due to the close bonds and secure relationships established with the childminder and her assistants. They are happy and contented because they are supported well in their play.
- 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.
- Self-evaluation is good because it takes into account the views of parents and children and development plans are used to drive improvement. As a result, children's needs are well-met.

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

- The childminder does not maximise the opportunities for all parents to support and share information about their children's learning and development at home.
- The childminder does not make full use of the outdoor area to its full potential, to provide opportunities for children to foster their interest and curiosity in the natural world.

## 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 at appropriate times.
- 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 took account of the views of parents spoken to on the day of inspection and as recorded in written questionnaires.
- The inspector discussed the childminder's priorities for improvement.

## Inspector

Cath Palser

## Full report

### Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children in Blackpool. The childminder is registered to work with two assistants. The whole of the ground floor, the first floor bedroom and bathroom and the rear garden are used for childminding. The family has two dogs as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll and, of these, eight 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 7.45am to 6.45pm, 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 authority. She holds a relevant childcare qualification at level 3 and one assistant holds a relevant qualification at level 2.

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

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

- devise strategies for engaging parents more actively in their children's learning and development, sharing information and promoting learning at home
- enrich the educational programmes to make full use of the outdoor area by providing opportunities for children to foster their interest and curiosity in the natural world, for example, by growing plants and exploring wildlife.

## Inspection judgements

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

The childminder completes effective observations and assessments to identify children's next steps in learning. These are used to inform planning and, consequently, she provides educational programmes across the seven areas of learning to meet the needs of all children. She provides children with interesting and challenging activities, such as treasure baskets for children to explore and investigate. Most of the resources are at low level to enable children to access them independently. As a result, children can make their own choices about what to engage in. The childminder offers clear explanations and instructions to the children. For example, she supports young children to work out how to replace the jigsaw pieces. She provides a good model for language and a running commentary as children play. Children's vocabulary is effectively extended as the childminder teaches them new words. She encourages them to develop good listening

skills, for example, as they explore and differentiate between the sounds of various objects as they shake them in plastic bottles. As a result, children develop good communication and language skills to help prepare them for future learning.

The childminder uses different teaching strategies, such as asking open questions as children play, for example, as they search for objects, such as stars and the moon in the sky as it gets dark outside. She teaches children mathematical concepts, such as counting and positional language, such as up and down. She provides children with plenty of time to carry out their play so they are not rushed. For example, they explore sensory materials and observe them closely as they move them around in their hands. Children show good coordination as they climb and slide down the outdoor play equipment and balance on the wooden logs as they play hopscotch. As a result, children develop confidence as they practise their physical skills. The outdoors provides children with daily opportunities to run around and exercise vigorously. However, the childminder does not make use of the outdoor area to its full potential to provide opportunities for children to foster their interest and curiosity in the natural world. For example, there are no opportunities for children to grow their own plants and explore insects and other wildlife.

The childminder offers gentle reminders for children to take turns and older children are keen to help the younger ones. They sit together during activities, such as song time and play games cooperatively. Consequently, they develop good personal and social skills as they enjoy their time together. Partnership working with parents is good. The childminder and her assistants discuss children's care needs and routines when they first start at the setting, to enable them to provide a consistent approach. Parents are given opportunities to share children's developmental milestones when they start and the childminder uses this information to form a baseline assessment. This informs planning to ensure that children's individual needs are well-met. She provides ongoing information to parents and completes the progress check for children aged between two and three years to ensure that any need for early intervention can be identified. However, the childminder does not maximise opportunities for all parents to support and share information about their children's learning and development at home.

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

The childminder and her assistants form close bonds and secure attachments with the children and their families. She shows sensitivity to children's needs, for example, when they are tired or have just woken up, by offering cuddles and gentle reassurance. Toys and resources are organised so that children can access them freely and, consequently, children develop good independence skills and feel a sense of belonging. The childminder knows the children well, which means that they are well cared for and they settle-in quickly. Parents comment that they are happy with the information that the childminder and her assistants share with them. They say that their children are happy and thoroughly enjoy their time at the setting.

The childminder provides clear expectations and ground rules and, as a result, children know what is expected of them and they behave very well. She is a good role model and this is reflected by the children, who show kindness and respect to one another. They are

emotionally secure and develop good social skills in readiness for school. Children are offered suitable challenges and to take sensible risks in their play. For example, they are invited to find good places to hide, when playing games of hide and seek, and to climb up the steps of the climbing frame. She offers children praise and support to keep on trying and, as a result, children are confident, self-assured and motivated to learn.

The childminder supports children to use tools and equipment safely, such as scissors and cutlery. Children take part in regular fire drills so that they learn how to keep themselves safe in the event of an emergency. Children enjoy nutritious food and fresh fruit and vegetables every day. They learn to treat the pet dogs with respect and to handle them with care. The childminder has considered the dogs carefully in relation to maintaining children's safety and well-being. Children understand the reasons for washing their hands, for example, after petting the dogs and eating their meals, and, therefore, develop good hygiene routines. Nappy changing procedures are hygienic. Children's health is also well promoted as they have access to the outdoors in all weathers to benefit from the fresh air and exercise. They learn to dress appropriately to play outside, for example, as they put on their coats to keep themselves warm and dry. They develop good self-care skills as they put on their own boots and learn to zip up their coats.

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

The childminder has a very good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has completed safeguarding training and demonstrates a very good understanding of how to keep children safe. She knows what to do should she have concerns regarding a child's safety or well-being. Safeguarding policies and procedures are in-line with the Local Safeguarding Children Board's and include the safe use of mobile phones and cameras. All adults working and living at the setting have undertaken relevant checks to ensure they are suitable to be in contact with children. The childminder has accurate records, which are well-maintained, including a no smoking policy and a written statement of the procedures to follow in relation to complaints. She has good systems in place regarding working with assistants, to ensure that they are deployed effectively so that children are supervised, ratios are maintained and risks are assessed to effectively manage their safety. The childminder and her assistants have completed relevant paediatric first-aid training. Good hygiene routines reduce the spread of infection and cross-contamination to help children keep healthy. The childminder understands her responsibility to notify Ofsted of any changes to her circumstances, significant events or working arrangements.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. She works with her assistants to monitor, plan and deliver educational programmes that cover the seven areas of learning and development. Observations are carried out to inform planning to meet children's interests and next steps in learning. Accurate assessment documents are completed to effectively evaluate children's progress. They are used to identify any areas where children may need additional support, to ensure that any gaps in learning are rapidly closed. The childminder

has made good progress since her last inspection. For example, she has introduced self-evaluation documents to reflect on the service offered and promote continuous improvement. The views of parents and children are used to evaluate practice.

The childminder holds a relevant childcare qualification at level 3 and one assistant holds a qualification at level 2. She is keen to further develop the professional knowledge and skills of herself and her assistants by undertaking regular training. The childminder has established strong relationships with parents. They comment that their children are happy and are progressing well. Support is provided by the local authority to help the childminder to develop the quality of her practice. There are good links with the local school and the childminder produces progress records for children who go on to school or another setting. She regularly attends groups at the local children's centre and knows the referral procedures to engage other agencies for additional support if required, to ensure that children's individual needs are met. Children are seen to enjoy their time with the childminder and they are all making good progress from their starting points.

### **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

<b>Unique reference number</b>	EY437816
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	1001369
<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>	18
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/05/2012
<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.

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.

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