

<b>Inspection date</b>	6 February 2015
Previous inspection date	14 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is outstanding. The childminder is highly skilled and plans activities which completely engage children's interests while supporting them to rapidly gain new skills.
- The environment is exceptional as resources and areas of learning are inspiring. Consequently, children eagerly explore the environment and are extremely confident and self-assured.
- Almost all children, regardless of their age or stage of development make excellent progress in their learning. The childminder consistently monitors children's progress and any gaps in learning are swiftly identified and addressed. Systems for assessment are rigorous.
- The childminder works exceptionally well with a co-minder to meet children's needs. They are wholly committed to ensuring excellence in all areas and have robust processes in place to evaluate practice and drive improvement.
- Children have formed extremely positive relationships with the childminder. The childminder astutely identifies children's needs and children are extremely settled and comfortable in her care.
- The childminder and her co-minder attend statutory and non-statutory training opportunities. They work together to prioritise relevant training events to meet the needs of the children. This has an extremely positive impact on children's development and learning.
- Excellent partnerships between parents and the childminder ensure that parents are well-informed about their child's developmental progress. Parents contribute to children's assessment and are invited to be part of the setting through parent visits and play days. The childminder is pro-active in forming partnerships with other professionals.

## What the setting needs to do to improve further

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

- continue to enhance the outdoor area to further develop quality learning experiences in the outdoors.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection and undertook a joint observation with the childminder.
- The inspector spoke with children, the childminder and co-minder at appropriate times during the inspection.
- The inspector looked at documentation and discussed children's progress towards the early learning goals.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector checked evidence of the suitability of the childminder, co-minder and other adults living in the household.

### Inspector

Elisia Lee

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The childminder has an excellent knowledge of how children learn and engages children in an outstanding range of learning opportunities. Expert teaching has an extremely positive impact on children's learning. Children initiate many activities themselves while being skilfully supported by the childminder. Children's interest in using a tape measure leads them to measuring different resources within the environment, identifying numbers on the tape measure and comparing different lengths. Children thrive on periods of uninterrupted play to explore and experiment. This means that children remain engaged in learning. The childminder's teaching style is animated and enthusiastic and children respond extremely well. Children develop essential skills by asking questions and solving problems, which helps to ensure that they are very well prepared for the next stage in their learning and school. Partnerships with other professionals and parents are well established in practice. The childminder places a very high regard on the input of parents into their child's learning. She is pro-active in forging partnerships with other providers to share meaningful information as children move to school.

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

Children's physical and emotional needs are exceptionally well met. The childminder intuitively understands when children need time to rest or need a cuddle for reassurance. Positive attachments are in place and relationships are extremely warm. Children enjoy the humour of the childminder and giggle with delight as she joins in their play. The childminder is an excellent role model and helps children understand about sharing and taking turns. She sets children small tasks and consistently praises children. This builds up children's self-esteem and confidence as their achievements are celebrated. Consequently, children's behaviour is exemplary. Children are polite and helpful. They enjoy accessing resources and putting them away and they show care for younger children as they play. Opportunities for independence are entwined throughout the provision. Children set their own place for lunch and butter their own bread.

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

Children are kept safe as the childminder has an excellent knowledge of effective safeguarding practice. Exceptional self-evaluative practices identify areas for development. The childminder consistently adapts her practice in the pursuit of excellence, using robust systems, which include the views of parents and her co-minder. Any areas for development are recorded in action plans, which are constantly revised and include regular training. In addition, the childminder undertakes observations of her co-minder as she works with children. This means that staff performance is managed to ensure practice is of a consistently high level. The childminder evaluates activities and considers how they may be further enhanced. She tracks children's progress effectively and uses these details to inform her future planning, which she ensures matches each child's individual needs.

## Setting details

<b>Unique reference number</b>	EY395728
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	874029
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 January 2010
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Blackpool. She operates all year round from 8.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with a co-minder. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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