

<b>Inspection date</b>	11 March 2015
Previous inspection date	8 December 2009

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

## Summary of key findings for parents

### This provision is good

- The childminder has good teaching skills and good knowledge of the Early Years Foundation Stage. This ensures children develop the key skills needed for the next stage of their learning.
- Children are happy in their play and establish close bonds with the childminder. They positively interact with her and benefit from her caring and calm approach.
- The childminder promotes personal and social skills well, providing children with opportunities to share, take turns and be kind to each other. As a result, children show good levels of self-confidence and develop cooperation.
- Children are well-protected, because the childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She is fully aware of her responsibilities and the procedures to follow should she have concerns about a child in her care.
- The childminder meets the individual needs of children well. She provides children with a range of healthy snacks and meals to promote a healthy diet. This develops children's understanding of a healthy lifestyle.
- The childminder demonstrates an understanding of the need to work in partnerships with other childminders, teachers and external agencies. As a result, children have continuity in their learning.

### It is not yet outstanding because:

- The childminder does not provide a wide range of media and materials for children to explore during craft activities.
- The childminder does not provide opportunities for children to extend their independence and self-help skills at meals and snack times.

## What the setting needs to do to improve further

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

- extend opportunities further for children to freely access a variety of resources to support their exploration and imaginative skills during craft activities
- extend children's independence and self-help skills at snack and meal times, for example, by including them in daily tasks, such as, setting the table, buttering bread and encouraging them to pour their own drinks.

## Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector looked at a range of documents, including the childminder's policies and procedures, self-evaluation and the children's development records.
- The inspector observed the childminder playing and interacting with the children.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector checked the suitability of the childminder and other household members.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Donna Birch

## Inspection findings

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

The childminder has a good knowledge and understanding of how children learn and develop. She uses this to ensure children are provided with a broad range of interesting experiences, focused around their individual interests and needs. Children's communication and language is supported well through effective teaching. Younger children learn new words, as they point out and name pictures in their favourite books. The childminder has lots of discussions with older children, giving them time to respond and think things through for themselves. This promotes their ability to think critically. However, opportunities for children to extend their imaginative skills during craft activities are not maximised. This is because the childminder does not provide children with a wide range of media and materials, that they can access freely and use to follow their own ideas. Information is gathered from parents about what their child can already do when they begin. This establishes a secure starting point for each child's future learning. The childminder uses an effective system to keep parents up-to-date with their children's progress and how they can support their learning at home. Consequently, there is a joined-up approach in supporting children's learning.

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

Children settle with ease into the childminder's care. She offers flexible settling-in sessions and gathers information from parents, to ensure children are happy and their emotional needs are met. Children have opportunities to be active. They take part in a range of outings, such as visits to the local park and local toddler groups. This develops their confidence and prepares them for their move to pre-school or school. Children embrace the wide range of resource available and independently move around the playroom, exploring their environment. Children enjoy home-cooked meals and snacks, and the childminder ensures food given to children meets their individual dietary requirements. Children sit together at the table and have good social skills. However, opportunities for children to help with daily tasks, such as setting the table and pouring their own drinks are not consistently implemented. Consequently, opportunities for children to extend even further their self-help and independence skills are not maximised.

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

The childminder has a robust range of policies and procedures, which she implements to provide a safe and secure environment. Risk assessments are completed and these cover all aspects of the childminder's home and outings. The childminder's good knowledge and experience of how children learn, enables her to observe children and make accurate assessments. She is committed to further professional development. She has completed her early years qualification at level 3, which has enhanced outcomes for children. The childminder evaluates her practice and seeks the views of children and parents. Parents build good relationships with the childminder. They speak highly about the quality of care and education which their children receive.

## Setting details

<b>Unique reference number</b>	EY265646
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	856042
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 December 2009
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Preston. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder provides free funded early years education for two-,three- and four-year-old children. She has a relevant early years qualification at level 3.

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