

Childminder Report

Inspection date

29 April 2015

Previous inspection date

18 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children benefit from wonderful, nurturing interactions with the childminder. She continually supports their well-being and learning as she talks and plays with them.
- The childminder has a very strong knowledge of each child's needs. As a result, she provides focused support, naturally embedded in all their routines and activities.
- Children enjoy a wide range of activities and outings based on their interests. They are happy, confident and very settled in the childminder's care.
- Children are learning to manage their feelings and to play happily together, because the childminder manages their different needs well and uses a good range of strategies to support their behaviour.
- The childminder has good partnerships with other professionals, which promotes the well-being and development of those children who need additional support.
- The childminder understands how to keep children safe and is aware of, and alert to, potential harm.
- The childminder continues developing her knowledge and skills. She demonstrates a strong commitment to supporting the needs of the children and their families.

It is not yet outstanding because:

- The childminder has the capacity to enhance the consistency and quality of support for children's learning even further, by building on her already good partnerships with parents.
- The childminder's evaluation of her provision ensures good quality, but is not sharply focused enough to drive exceptional improvement.

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 partnerships with parents, by enhancing the information shared and the strategies used to complement and consolidate children's learning, and to support children to make the very best possible progress
- enhance the evaluation of the strengths and potential areas for development of the setting, for example, by developing more opportunities to capture the views of parents, and improve the focus of plans for improvement.

Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector spoke to the childminder and children, at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the suitability of the members of the household and the childminder's qualifications.

Inspector

Sara Edwards

Inspection findings

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

The childminder is well qualified and knows how to promote children's learning well. She balances each child's need for her attention and promotes all their learning in a very natural way. All areas of learning are skilfully included as they chat and play together. Children learn to solve problems, use tools and explore textures as they enjoy playing with the malleable dough. The childminder promotes the children's communication skills all the time, with a wide range of strategies. She tailors her speech to suit each child and makes sure they are all included. Some children enjoy warm, wide-ranging conversations with the childminder. Others are increasing their understanding and emerging speech. The childminder monitors their development and ensures children are all making good progress relative to their starting points. The childminder acts on the expertise provided by other professionals and delivers targeted learning plans. Parents share information on children's achievements and work together with the childminder, to support children's learning. However, partnership working is occasionally less effective. For example, when there are different expectations for children at home, or when parents' views on their children's progress are not always captured effectively.

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

The childminder has created a home from home for the children, with her strong nurturing skills. Children enjoy accessing the toys and resources, and deciding how to spend their time with her. They are keen to take part in activities and particularly enjoy playing outside. The childminder helps them to develop their independence and self-care skills. For example, children learn to go to the bathroom on their own, while the childminder listens carefully to make sure they stay safe. They are learning to keep themselves and each other safe, as they learn about boundaries. Children enjoy outings to the beach and park, where they learn to challenge themselves and enjoy exercise in large spaces. The childminder works to help all children develop the emotional and social skills to support them when they move on to school.

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

The childminder has a secure understanding of her responsibilities to the children and meets them well. She has thorough policies, procedures and risk assessments, which help her to keep children safe. The childminder is a member of the local authority quality network and this supports her professional development. She undertakes training, which enhances the quality of her teaching. The childminder continually reflects on how to improve her provision for children, for example, by extending her resources to help them develop their skills. She considers what is working well and what can be improved. However, she does not always know parents' views on the different aspects of her service and she does not have a clear, focused improvement plan. As a result, although the childminder continues to meet children's needs very well, she does not always identify and target opportunities to promote their progress to the highest level.

Setting details

Unique reference number	308838
Local authority	Blackpool
Inspection number	867832
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18 November 2009
Telephone number	

The childminder was registered in 1999 and lives in Blackpool. She operates all year round, from 7.30am to 6pm, Monday to Wednesday, except bank holidays and family holidays. The childminder receives funding for two-, three- and four-year old children. She holds an appropriate level 3 childcare qualification.

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