

Inspection date

2 April 2015

Previous inspection date

16 July 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

- The childminder provides children with a wide range of activities and experiences that have depth and breadth across the seven areas of learning. These are closely linked to children's interests and learning styles. As a result, children are motivated and eager to learn.
- Children enjoy affectionate and trusting relationships with the childminder. She is attentive to their needs and encourages them to be independent. Consequently, children display good levels of self-confidence and self-esteem.
- Gentle reminders about staying safe and playing cooperatively, ensure children know what is expected of them. Therefore, children behave well and are developing good social skills.
- Children enjoy nutritious snacks and meals. Children prepare ingredients, chop food and pour their own drinks. Therefore, children are developing an understanding of leading a healthy lifestyle.
- The childminder has established very open and trusting partnerships with parents and other settings children attend. She supports them to contribute their views and opinions, with regards to children's learning and ongoing progress, and the quality of service she provides. As a result, there is a joined-up approach to support children's future learning.
- The childminder demonstrates a commitment to promoting high-quality provision. She has addressed the actions and recommendations made at her last inspection and uses self-evaluation to prioritise improvements.

It is not yet outstanding because:

- Opportunities for children to access a wide range of books are not maximised.
- The childminder has not considered the use of print in the environment, in particular the outdoors, to extend children's developing literacy skills.

What the setting needs to do to improve further

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

- provide a wider range of books and images for children to use, for example, understanding their feelings and emotions, and also showing differences in families, people and our diverse society
- support further, children's developing literacy skills and understanding that print carries meaning, for example, by labelling the storage boxes that contain resources and providing more print to the learning environments, in particular the outdoors.

Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector looked at some 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 evidence of the childminder's qualifications and the suitability of adult household members.
- The inspector took into account the views of parents and children, which were gathered from questionnaires, feedback sheets, the computer program and comments in children's development files.

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 is qualified, experienced and knowledgeable about the requirements of the Early Years Foundation Stage. She promotes children's learning and development, through play and planned activities. Effective monitoring of children's learning, together with strong partnership with parents and other settings the children attend, ensures that children make continual good progress. Consequently, children are developing skills and confidence in all areas of learning. This provides a firm foundation for their future learning, such as the move to school. The childminder skilfully extends children's communication and language. She asks children lots of questions and gives them plenty of time to think and answer. Children embrace a good range of resources. However, the range of books on offer does not support children to learn about, and understand, topics relevant to them, such as feelings, emotions and differences in families. Children are supported to develop their mathematical skills. The childminder uses a range of number concepts in play and during routines, to extend children's understanding.

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

The childminder gets to know each child well, enabling her to be proactive in supporting their individual needs. Consequently, children are well settled, happy and explore the learning environment with ease. However, the childminder has not fully considered the use of print in the learning environment, to extend children's early literacy skills. For example, by labelling storage boxes and providing signs, letters and print for children to use in their play, in particular the outdoor area. Children independently manage their own personal hygiene. They know when they need a tissue to clean their nose. Additionally, children wash and dry their own hands, after using the toilet and before eating. Children are supported to develop their confidence and physical skills. Children enjoy weekly visits to the local toddler group and outings in the local area.

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

The childminder demonstrates a well-organised approach to her role. She clearly understands how to successfully support children's learning and development. Daily discussions, feedback sheets, and a shared computer program system are used well, to ensure that children's learning and progress is shared. The childminder keeps children safe. She has attended training, such as safeguarding and first aid. Therefore, she is equipped to deal with any emergencies. Her home is safe and secure, the childminder has considered risk assessments for home and for outings. All adults living at her home are suitably vetted. This further ensures children's safety and well-being. Regular self-evaluation of her setting and good partnerships with other professionals, ensures that the childminder is proactive in maintaining a good-quality service for children and their families.

Setting details

Unique reference number	307989
Local authority	Lancashire
Inspection number	871836
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16 July 2009
Telephone number	

The childminder was registered in 1989 and lives in Nelson. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

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