

Inspection date	4 February 2015
Previous inspection date	22 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 make good progress because the childminder plays and talks with them effectively throughout the day. She uses her knowledge to provide activities which interest children and develop their skills to prepare them for the next stage in their learning.
- The childminder develops warm and affectionate bonds with children and as a result, children are confident and they settle in quickly.
- The childminder effectively supports children's growing understanding of how to keep themselves safe and healthy through positive routines and purposeful guidance.
- The childminder safeguards children well. She has good knowledge of child protection and she ensures the environment is safe and free from hazards. She has high expectations for children's behaviour and supports children well with their understanding of these.
- Thorough self-evaluation takes into account the views of all the parents and children and inform development plans, which are used to prioritise areas for improvement. As a result, children make good progress as their needs are well met.

It is not yet outstanding because:

- The childminder does not always maximise the learning opportunities for all children to explore, think critically and foster their curiosity, and at times, they lose interest in some activities.
- The childminder has not maximised the opportunities for all parents to contribute fully to their children's development records and support their learning at home.

What the setting needs to do to improve further

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

- refine the educational programme by asking children questions to foster their curiosity and extending opportunities to explore and think critically, to enable them to make the best possible progress
- extend the opportunities for all parents to contribute to their children's development records and provide ideas and activities for parents to support children's learning at home, to maximise children's progress in their learning.

Inspection activities

- The inspector observed activities in the childminder's home both inside and in the garden.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents, as recorded in written questionnaires.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

Inspector

Cath Palser

Inspection findings

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

The childminder uses her knowledge of good teaching to provide activities which interest children and develop their skills. Children and babies have plenty of space to play and explore, with a variety of resources both inside and outside. As a result, children of all ages demonstrate an eagerness to try things and are developing a good range of skills and attitudes that prepare them to be ready for school. The childminder uses signs and gestures as she sings nursery rhymes to the younger children and they respond by copying and repeating. She introduces new language to older children as they play. However, at times, the childminder does not ask children questions to engage their focus and natural curiosity even further. Therefore, children sometimes lose interest in some activities. The childminder works closely with parents to share information about children's abilities and interests so that she can plan the next steps in their learning as soon as they start. However, she does not ensure that all parents contribute fully to their children's development records and provide ideas for activities to further support learning at home, to maximise children's progress.

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

Children settle easily due to the close bond and secure relationship established with the childminder. They are happy and contented because they are supported well in their play in a safe and secure environment. Children follow good hygiene routines and enjoy healthy snacks and meals, developing a good understanding of healthy lifestyles. The childminder encourages children to develop good self-care skills. For example, as they show self-motivation as they learn to put their coats and shoes on to play outside. They have good opportunities to exercise physically in large spaces, such as outdoors in the fresh air. The childminder establishes close and respectful relationships with the children and this fosters a sense of belonging as their social and emotional needs are well met. The childminder supports children's self-esteem and behaviour skills well and they are confident and enjoy their time at the childminder's setting.

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

The childminder has a robust understanding of the safeguarding requirements, including a secure knowledge of the signs and symptoms of abuse. The childminder prioritises children's safety. She achieves this through good daily routines and by assessing risks and minimising hazards. She has good knowledge of child protection, having completed relevant training and knows what procedures to follow to ensure children are protected and kept safe. Detailed assessments are completed by the childminder to monitor children's progress and to identify any gaps in their learning. This enables her to seek professional support, when appropriate. The views of parents and children are used to reflect on practice and to identify priorities for improvement. Effective partnerships with parents and other settings that children attend mean that the childminder provides continuity in children's learning and care.

Setting details

Unique reference number	308007
Local authority	Lancashire
Inspection number	855162
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	22 January 2009
Telephone number	

The childminder was registered in 1981 and lives in Fleetwood. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the local childminding network and holds a relevant childcare qualification at level 3.

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