

Inspection date	31 March 2015
Previous inspection date	25 August 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 plans a good range of activities, that are closely linked to children's individual interests and learning styles. Consequently, children are sufficiently challenged, motivated and make consistently good progress.
- Teaching is good, the childminder uses fun and effective teaching strategies, to focus and engage children. Children interact well with the childminder and confidently explore the vibrant learning environment. Children make choices from a good range of resources to support their play.
- The childminder is a good role model. She uses simple rules and appropriate strategies to manage behaviour. As a result, children play cooperatively and have good manners.
- The childminder has a good understanding of how to keep children in her care safe. She records any visitors to the premises, has suitable insurance and has accessed training, such as safeguarding, first aid and food hygiene.
- Children are happy, settled and enjoy warm and affectionate relationships with the childminder. As a result, they display high levels of confidence and self-esteem.
- Partnerships with parents and other settings children attend are very good. Regular discussions and sharing of information, ensures there is a joined up approach to support children's continued learning and progress.

It is not yet outstanding because:

- The childminder does not provide a wide range of different resources during creative activities; for children to follow their own ideas and use their imaginations fully.
- The childminder does not provide effective opportunities for children to extend their self-help skills at mealtimes 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:

- provide a wider range of media for children to explore during craft activities, so they are able to explore and follow their own ideas even further
- provide more opportunities for children to be able to extend their self-help skills at mealtimes and snack times, for example, by allowing them to prepare food, pour their own drinks, and for older children to use a knife and fork.

Inspection activities

- The inspector viewed premises, toys and equipment.
- 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 account of the information provided in the childminder's portfolio and parents' comments provided for the inspection.

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 well-qualified and experienced. She has a good understanding of the Early Years Foundation Stage. The childminder monitors children's progress and ensures that planned activities have depth and breadth across the curriculum. Consequently, children make good progress and are supported to develop the skills and attitudes needed for future learning, such as the move to school. The childminder asks children a range of different questions during play, to extend their communication and language skills further. For example, when sharing books, children talk about their favourite characters and make predictions about the story. Younger children are supported to talk, as the childminder repeats familiar words and phrases and provides lots of praise and encouragement.

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

The child minder uses settling-in sessions effectively, to ensure children are emotionally supported when they first start. The playroom is set out so children can be independent and access a wide range of toys and resources, that are clearly labelled and easily accessible to all the children. However, during craft activities the childminder does not always ensure that children can access a wide range of different media, to be able to follow their own ideas, for example, using paints and pens. The childminder supports children to lead a healthy lifestyle. Children wash their hands before meals, and after using the toilet. Children enjoy nutritious meals and snacks. However, opportunities for children to extend their self-help skills at mealtimes and snack times are not maximised. This is because the childminder does not always include children in tasks, such as preparing food, pouring their own drinks and supporting older children to use a knife and fork independently. Children develop their physical skills and social skills. They have access to a suitably resourced outdoor area, and enjoy weekly visits to local toddler groups and outings in the community.

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

The childminder has a robust range of policies and procedures, to support her in ensuring the provision provides children with a safe and secure environment. Risk assessments are completed and these cover all aspects of the childminder's home and outings. The childminder is committed to further professional development; to continue to improve outcomes for children. The childminder is effective in evaluating her practice and takes into account the views of children and their parents. Parents build good relationships with the childminder. They are very appreciative of her and speak highly about the quality of care and education which their children receive. The childminder demonstrates an understanding of the need to work in partnerships with other childminders, teachers and external agencies.

Setting details

Unique reference number	308565
Local authority	Lancashire
Inspection number	867815
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	25 August 2009
Telephone number	

The childminder was registered in 1995 and lives in Accrington, Lancashire. She operates all year round, from 7.30am 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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Piccadilly Gate
Store St
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