

Inspection date	24 February 2015
Previous inspection date	2 December 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 quality of teaching is good. The childminder provides a broad range of well-planned learning experiences and always seeks to extend children's learning. As a result, children are motivated, keen to learn and make good progress.
- The childminder provides a bright, welcoming and homely environment. She establishes warm and secure relationships with children and effective care practices. Therefore, children have a strong sense of belonging, are emotionally secure and self-confident.
- The childminder effectively supports children to develop their independence and self-care. Therefore, when the time comes, they are well prepared for the next stage in their learning.
- Safeguarding procedures are good and the childminder has a clear understanding of her responsibilities. This ensures that children's welfare is protected and they are kept safe.
- Partnerships with parents are good. They contribute to the assessments and are kept informed regarding children's progress. This shared approach effectively supports children's learning, development and well-being, both in their own home and in the childminder's care.
- The childminder monitors her provision effectively. Tracking of children's learning is focused and precise. Therefore, any gaps in children's learning are quickly identified, so that all children make very good progress from their starting points.

It is not yet outstanding because:

- Communication with other practitioners, is not always effective enough to always fully enhance children's learning at other settings.

What the setting needs to do to improve further

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

- enhance communication with practitioners from other settings that children attend, to ensure that children's learning is fully complemented.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outside.
- The inspector checked the suitability of adults living in the household.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the written views of parents.

Inspector

Jacqueline Midgley

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 level 3 qualification in childcare and uses this knowledge to provide a very good range of learning opportunities based on children's interests. For example, children who enjoy being creative, learn about night and day as they paint pictures. Their creativity is further supported as they paint pictures of animals, while the childminder skilfully extends their vocabulary, understanding of the world and mathematical development. She uses a variety of strategies, including effective questioning, to support all areas of learning. For example, she introduces positional language, discusses where different animals come from and makes connections with what children know about foreign countries. Children are highly motivated and demonstrate the characteristics of effective learning, such as a willingness to have a go. Planning and assessments are precise, sharply focused on each child's needs and effectively shared with parents to support children's learning at home. However, children's learning at other settings, is not always fully supported. This is because the strategies employed to create a two-way flow of information with other settings, is not always highly effective. Consequently, the childminder does not always have the most up-to-date information regarding children's learning at other settings to enable her to fully complement it.

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

Children enjoy close supportive relationships with the childminder, who praises them and builds their self-esteem. As a result, children are confident and self-motivated. There is an atmosphere of mutual respect and trust, where the childminder calmly communicates her expectations. Therefore, children's behaviour is good. The environment is safe and welcoming. Children learn how to assess risk and keep themselves safe as they look for dangers. For example, during pretend play in the mud kitchen, children explain that they need to protect their hands from the heat when removing their mud cakes from the oven. Children independently engage in good hygiene routines, such as washing their hands after using the toilet and prior to meal and snack times. Their independence is well supported as they self-select activities in the bright and engaging environment. Therefore, they are ready for the move to school when the time comes.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements. She continually seeks to review the quality of her setting to ensure all children make good progress. The childminder engages in a programme of continual professional development. This training has a positive impact on her already good practice. For example, she attended training in relation to enhancing the outdoor learning environment. As a result of her reflective practice, she improved the outdoor play opportunities. The childminder creates a good mud kitchen, planters in which children grow flowers and herbs and provides lots of natural resources, which support all seven areas of learning.

Setting details

Unique reference number	308589
Local authority	Lancashire
Inspection number	867818
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	2 December 2009
Telephone number	

The childminder was registered in 1997 and lives in Bamberbridge, Preston. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a childcare qualification at level 3.

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