

Inspection date	22 January 2015
Previous inspection date	14 May 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 a wide range of well-planned activities for children, which supports them to make good progress in their learning.
- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with the childminder.
- Children follow good hygiene routines. They enjoy healthy and nutritious meals and snacks, which promotes their good health.
- The childminder has established very open and trusting partnerships with parents. She supports them to contribute their views and opinions with regards to their children's learning and ongoing progress and the quality of service she provides. As a result, parents feel valued and included.
- The childminder is a good role model to children. Her simple but effective rules, ensure children are treated equally and with respect. As a result, children have very good social skills and behave very well, given their age and stage of development.
- The childminder demonstrates a commitment to promoting a 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 to support young children's growing awareness that print carries meaning and information can be relayed in print form, are not fully promoted.
- Opportunities for babies to be active learners and explore using all of their senses, are not maximised.

What the setting needs to do to improve further

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

- support children's growing awareness that print carries meaning and information can be relayed in print form, for example, by labelling the storage boxes that contain resources
- provide even more natural and open-ended resources for babies, so they can explore using all their senses.

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 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, gathered from questionnaires and feedback sheets.

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 provides many different activities and experiences to promote children's learning and development across the seven areas of learning. Children have access to a wide range of toys and resources. These include resources, which positively reflect difference and diversity. However, the resource boxes are not labelled with pictures and words, to help children understand that print carries meaning and to extend their early literacy skills further. 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 interact well with her and share their ideas. Babies' attempts at communication are acknowledged. The childminder repeats simple words and phrases, so they become familiar. The childminder introduces mathematical concepts. For example, children count how many scoops of sand it will take to fill the toy truck. Regular exchanges of information about children's achievements and parents' contributions to children's assessments, ensures children's learning is shared and supported at home.

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

Children are very happy and settled, which helps them to form positive relationships and secure attachments with the childminder. She is attentive towards their needs and children feel happy to approach her for reassurance. Effective settling-in procedures, ensure the individual needs of children are met. The childminder supports children's awareness of keeping themselves safe. For example, she explains to children not to throw sand because it can hurt their eyes. Children have opportunities to be active and engage in physical play, both in the garden and while on outings. These promote children's self-esteem, social skills and provide a firm foundation for their future learning and moves to other settings, such as pre-school or school. Children are inquisitive and explore the learning environment confidently. However, the childminder does not maximise opportunities for babies to explore using their senses, for example, by providing a range of natural and open-ended resources. Children manage their personal hygiene well. They go to the toilet and wash and dry their own hands independently.

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

The childminder has a secure understanding of the learning and development requirements and how to keep children safe. She reviews risks in her home and for any outings. The childminder and all other adults living at her home, have been suitably vetted. As a result, children are safe and protected from harm. The childminder is committed to providing a good-quality provision. Systems for evaluating what is working and what needs to be improved are developing well. The childminder includes the views of children and parents when evaluating her provision and makes the necessary changes to drive improvement. Effective monitoring of the educational programmes ensures children make consistent good progress. Strong partnerships with other settings help to maintain consistency of care and learning at home, the childminder's home and at pre-school.

Setting details

Unique reference number	309058
Local authority	Lancashire
Inspection number	867839
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	14 May 2009
Telephone number	

The childminder was registered in 1999. She lives in a house in Thornton-Cleveleys. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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