

Inspection date	20 February 2015
Previous inspection date	28 September 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

- Teaching is good, because the childminder has a good awareness of how young children learn. She uses play and planned activities that engage children and build on their individual interests. This supports them to develop positive attitudes to learning.
- The childminder assesses and monitors children's learning and development effectively, to promote good progress.
- Partnerships with parents are good. The childminder makes every effort to seek parents' views with regard to their children's learning and care. Additionally, they are included in the self-evaluation of the setting and are kept up to date regarding their children's progress.
- The childminder has a good understanding of safeguarding children. Rigorous daily checks of the premises and a clear understanding of the possible indicators of abuse, ensure children are protected while in her care.
- Children enjoy warm and affectionate relationships with the childminder. She is attentive towards their individual needs and they approach her for comfort and reassurance. She uses simple, age-appropriate strategies to manage children's behaviour.
- Children's understanding of leading a healthy lifestyle is promoted. The childminder encourages children to make healthy food choices. Also, children have regular access to the outdoors and attend a variety of community groups.

It is not yet outstanding because:

- Opportunities for children to freely access materials during craft activities are not maximised.
- There are fewer opportunities for children to see signs or labels in the environment, to support their growing awareness that print carries meaning and that information can be relayed in a variety of ways.

What the setting needs to do to improve further

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

- provide even more access to resources during craft activities so children can make their own choices and follow their own ideas
- support even further children's awareness that print carries meaning, for example, by labelling the storage boxes that contain resources.

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector looked at a range of 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 suitability of the childminder and other household members.
- The inspector took into account the views of parents from available written feedback.

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 plays with children down at their level, to focus and engage their attention. Children enjoy reading books and are excited to play with the role-play igloo. The childminder allows children uninterrupted time to practise their emerging communication and language skills. For example, they make predictions about the stories. However, opportunities during craft activities for children to make free choices and follow their own ideas are not maximised. Children enjoy many physical activities. There is a well-resourced outdoor play area that is freely available. Additionally, children enjoy visits to the local toddler groups and nearby park. Consequently, they are supported to develop their confidence, self-esteem and social skills. As a result, children are developing the skills required for future learning, such as the move to school or pre-school. The childminder has good relationships with parents. She has strategies in place to provide a shared approach, to ensure children's continued progress.

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

The childminder works closely with parents to sensitively settle children into her care. She has meaningful initial discussions with parents about the needs of their children and their expectations of her service. Resources are plentiful, age appropriate and promote difference and diversity. Resources are stored in low-level boxes and shelving, enabling children to make independent choices. However, some boxes and storage spaces are not labelled with pictures or words, to help children understand that print carries meaning and can be relayed in different ways. The childminder supports children's awareness of keeping themselves safe. For example, she sensitively explains to children the need to wash their hands thoroughly before eating and after using the toilet, to eliminate germs. The childminder has formed positive relationships with other settings children attend. As a result, children are emotionally prepared for any future moves.

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

The childminder has a thorough understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She has attended up-to-date safeguarding training and understands her role to protect children. The childminder holds a current paediatric first-aid certificate. She carries out both visual and written risk assessments, to eliminate hazards to ensure children are kept safe. Systems for monitoring children's achievements and supporting next steps in their learning are effective. The childminder also demonstrates a commitment to improving her provision and ensuring it meets the needs of the children and their families. She identifies strengths and areas to improve. For instance, she has reorganised her outdoor environment and regularly meets with other childminders to share good practice. Previous recommendations have been addressed.

Setting details

Unique reference number	EY247961
Local authority	Lancashire
Inspection number	860275
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	28 September 2009
Telephone number	

The childminder was registered in 2003 and lives in Leyland, Lancashire. She operates all year round, from 8.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

