

Inspection date	3 March 2015
Previous inspection date	27 January 2011

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		Outstanding	1
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 interesting and challenging activities for children, which supports them to make good progress in their learning.
- Children form exceptional relationships with the childminder. She is highly skilled in gaining an understanding of the individual needs of each of the children in her care.
- The childminder demonstrates a strong commitment to promoting high-quality provision. She accesses regular training, which has a positive impact on the learning experiences she offers children.
- Robust safeguarding procedures are in place. This ensures children's welfare is protected and children are kept safe from harm.
- Partnerships with parents and other professionals are successful and ensure children get the support they need. The childminder keeps parents well informed about their child's achievements. As a result, parents are involved in their child's learning.

It is not yet outstanding because:

- On occasion, the childminder does not fully support children to use their mathematical skills during spontaneous play.
- The childminder sometimes misses opportunities to share ideas with parents to enable them to support their children's 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:

- maximise children's progress in mathematics by encouraging them to use their problem-solving skills and basic calculation skills during spontaneous play opportunities
- enhance the already good systems for sharing information with parents to ensure they are fully aware of how to support further children's learning at home.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector spoke with the childminder and children throughout the inspection when appropriate.
- The inspector took account of the views of parents and carers from information included in the childminder's own survey.
- The inspector checked evidence of the suitability and the qualifications of the childminder and other adults in the household.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including the childminder's self-evaluation form, policies and procedures.

Inspector

Emma McKeown

Inspection findings

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

Children are happy and enthusiastic learners. They are eager to be involved in activities and explore their environment. For example, they enthusiastically add a range of resources to their messy play, including hailstones from outside. They benefit from positive interactions with the childminder, who accurately identifies children's skills and plans for the next steps in their learning and development effectively. As a result, children gain the skills needed to be school ready. However, she occasionally misses opportunities to extend children's mathematical skills. For example, she does not prompt children to think about comparing sizes of bowls and measuring as they make pretend snow. Consequently, children's good progress in mathematics is not fully maximised. Children are making good progress in their communication and language skills. This is because the childminder consistently speaks clearly and engages children positively in conversations. The childminder skilfully uses various questioning techniques to encourage children to extend their thinking. The childminder recognises the importance of working in partnership and keeps parents well informed about their child's learning. However, information shared with parents does not yet consistently include ideas about how they can help support their children's learning at home.

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

Children form very close bonds with the childminder and feel very emotionally secure and safe in her care. The childminder demonstrates an excellent knowledge of the children's interests and their routines. This supports children's well-being and has a positive impact on their learning. Children show increasingly high levels of self-control during their play. Regular outings to local shops, toddler groups and parks mean that children develop confidence in various social situations. Therefore, children are emotionally extremely well prepared as they move on to the next stage in their learning, including school. Children are very well behaved. They remain completely engaged in their play and know what is expected of them. This is because the childminder consistently and sensitively applies boundaries and expectations. Children learn to develop an awareness of health and safety through the daily routines and activities. Children's individual dietary needs are effectively managed through close working with parents who inform the childminder of children's allergies and preferences. This promotes children's physical well-being exceptionally well.

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

The childminder has a secure knowledge of the learning and development requirements and how to keep children safe. The childminder uses her assessment and planning processes, together with comments from parents, to effectively evaluate her provision. The childminder is committed to improving outcomes for children. She holds appropriate childcare qualifications and accesses training to further enhance her good practice. The childminder implements procedures to work with other childcare providers to promote continuity and progression in children's learning and development.

Setting details

Unique reference number	EY264694
Local authority	Lancashire
Inspection number	848470
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	27 January 2011
Telephone number	

The childminder was registered in 2003 and lives in Lancaster. She operates all year round, from 7.30am to 6pm, Monday, Tuesday and Friday, except for bank holidays and family holidays. The childminder receives funding for two-, three- and four- year-olds.

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