

Childminder Report

Inspection date

15 May 2015

Previous inspection date

30 March 2011

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 welcoming and homely environment. She establishes warm and secure relationships with children, so they have a strong sense of security and belonging. Children's confidence, physical and emotional well-being is supported through effective care practices.
- Children's safety is at the heart of everything the childminder does. Safeguarding procedures are good and the childminder has a clear understanding of her responsibilities. This ensures that children are kept safe.
- The quality of teaching is good. The childminder provides a broad range of well-planned learning experiences which cover all seven areas of learning. As a result, children are motivated, keen to learn and make good progress. Therefore, when the time comes they are ready for the next stage in their learning, including school.
- 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.
- 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.

It is not yet outstanding because:

- The childminder does not make good use of the opportunities available at snack and mealtimes to support children's learning and social development further.
- The organisation of toys and resources does not fully support children to choose what they want to play with and control their own play.

What the setting needs to do to improve further

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

- improve mealtimes and snack times so that children's learning is fully supported and they have further opportunities to build on their developing social skills
- develop the organisation of resources to ensure that children are fully aware of the toys available for them to choose in order to control their own play.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector checked evidence of 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 views of parents spoken to on the day.

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 provides a good range of learning opportunities based on children's interests. Therefore, all children make good progress from their starting points. For example, the childminder promotes all seven areas of learning as children engage in a variety of activities during safety week. Children's interests and imagination are supported as they act out a road traffic accident. Over the course of the week, they perform the role of various members of the emergency services. For example, they undertake first aid on a doll, practise putting each other in the recovery position, perform operations, make a wheelchair for the doll, discuss the use of a real wheelchair and enjoy a visit from the fire service to learn about fire safety. The childminder offers a wide range of good quality toys and resources, which support the learning and development of children of different ages and stages of development. However, opportunities to support children to control and lead their own play are not always fully supported. This is because the toys and equipment are not always accessible to younger children. The way toys are stored does not enable children to select and access them freely.

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

The childminder ensures that children are happy and enjoy their time with her because she finds out about their needs, likes and dislikes before they start. A variety of effective communication methods used with parents ensure consistently high levels of support are offered. As a result, children's emotional well-being is supported. She supports children's growing understanding of how to assess risk and keep themselves and others safe. For example, by encouraging children to clean up spills so they do not slip. Children's self-care skills are encouraged, appropriate to their age. However, children's learning, development and enjoyment are not always fully supported at mealtimes and snack times. This is because children do not always sit together at these times. Therefore, the childminder cannot sit with all children to support social interaction, good manners and independence, and to support children's enjoyment of these social times.

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

The well-organised childminder has a good understanding of the Early Years Foundation Stage requirements, and how to protect and safeguard children. She attends regular training, such as safeguarding and paediatric first aid. This has a positive impact on keeping children safe and healthy. The childminder uses a reflection book to evaluate her practice and regularly seeks feedback from parents, which supports continuous improvement. Tracking of children's learning is focused and precise. Therefore, any gaps are quickly identified so that all children make good progress from their starting points. Feedback from parents is positive. They are involved in assessment and describe how they are kept very well informed regarding their children's care and development. Parents describe the close bond between their children and the childminder, and how their children enjoy their time with her and make good progress.

Setting details

Unique reference number	EY266090
Local authority	Lancashire
Inspection number	856050
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	30 March 2011
Telephone number	

The childminder was registered in 2003 and lives in Walton-le-Dale, Preston. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays.

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

