

Inspection date

19 March 2015

Previous inspection date

30 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not consistently plan activities that are closely linked to children's individual interests and learning styles, to ensure they challenge and motivate children to make good progress.
- The childminder has not developed ways of involving parents actively in their children's learning and development. Parents do not always have sufficient information to continue their children's learning at home, or contribute to their overall progress.
- The childminder does not share information about children's learning and progress with other settings that children attend. Therefore, there is not a joined up approach, to ensure children's individual learning needs are consistently met.
- Resources are not attractively presented to children, in order to assist them in self-selection and develop their independence skills even further.
- The childminder does not involve children in daily tasks, such as, setting the table, serving food and pouring their own drinks, in order to extend their independence and self-help skills even further.

It has the following strengths

- The childminder is warm and affectionate and spends good quality time with the children. This supports their emotional well-being.
- The childminder provides healthy and nutritious home-cooked meals and snacks, to promote children's good health and well-being.
- The childminder has a suitable understanding of how to keep children in her care safe. She records any visitors to the premises, has suitable insurance and has accessed training, such as, safeguarding, first aid and food hygiene. She holds a childcare qualification, which helps her to provide some suitable experiences for children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by; ensuring that planned activities are closely linked to children's interests and learning styles, in order to inform their next steps more precisely to promote good progress
- improve partnerships with parents and other settings children attend, so that information about children's learning and progress is shared.

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

- ensure resources are attractively presented and inviting, to enable and encourage children to make independent choices
- extend children's independence and self-help skills at meal and snack times, for example, by including them in daily tasks, such as, setting the table, serving food and pouring their own drinks.

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 adult household members.

Inspector

Donna Birch

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder provides children with resources and activities that cover the seven areas of learning. The childminder uses a tracker document, to mark out each child's attainment of skills and competencies. However, she does not fully assess children's individual learning, in order to plan meaningful next steps to support their continued development. This is because she is not fully aware of how to use the information accurately, to identify children's individual learning styles. Therefore, she cannot plan effectively for their next steps in learning. That said, children are working within the typical development bands for their age and are developing the necessary skills to be ready for school. The childminder interacts with children appropriately. She provides good running commentary. For example, when playing with the dolls, children share stories of their families and home life. The childminder asks children a range of different questions during play, to extend their communication and language skills further. Additionally, she uses some mathematical words, such as long, short and encourages children to count. As a result, children's understanding of these concepts is extended.

The contribution of the early years provision to the well-being of children requires improvement

The childminder provides an adequately resourced learning environment. However, resources are not attractively presented, to enable and encourage children to make independent choices in their play. Suitable settling-in sessions are in place, to support children's emotional well-being when they first start to attend. The childminder uses this time to get to know children and their families. However, the childminder does not keep parents regularly informed of their children's ongoing progress, or consistently seek information from parents about children's learning at home. Additionally, she does not share information about children's progress with other settings that children attend. Therefore, there is not a joined up approach to ensure children make continuously good progress. Children behave well and show respect for the childminder and the toys, because she makes her expectations clear. The childminder sits with children at the table when they eat. This extends their social skills. However, she does not include children in tasks, such as, setting the table, serving food and pouring their own drinks, to extend their independence skills even further.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has an appropriate understanding of the Early Years Foundation Stage. She works with other early years professionals and uses the information gained to increase her knowledge and confidence. The childminder has considered self-evaluation. She has addressed most actions and recommendations raised at her last inspection, to improve outcomes for children. The childminder has implemented a system for observing and assessing children's progress. Therefore, she is now able to monitor children's development. The childminder has reorganised her documentation and records. This ensures all required information is readily available for inspection and kept confidential.

Setting details

Unique reference number	EY318376
Local authority	Blackburn
Inspection number	998578
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	30 October 2014
Telephone number	

The childminder was registered in 2006 and lives in Blackburn. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

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