

Inspection date	2 April 2015
Previous inspection date	28 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 quality of teaching does not sufficiently focus on the specific learning needs of younger children. As a result, activities do not suitably challenge children, in order for them to make good progress.
- The childminder does not always seek to engage all parents in commenting on children's progress. Consequently, information about children's development is not always shared.
- The childminder's current system for self-evaluation does not fully identify specific ways to continually improve her understanding of planning and good quality teaching, in order to achieve better outcomes for children.

It has the following strengths

- Children enjoy their time with the childminder because there are stimulating, fun and interesting resources across the seven areas of learning.
- The childminder has a level 3 childcare qualification, which enables her to understand how to observe and monitor children's progress towards the early learning goals.
- The childminder provides warm and positive interactions with children and offers settling-in sessions for them to become familiar with her. As a result, new children settle well.
- The childminder attends regular safeguarding training. As a result, she has a sound understanding of how to protect children from harm.

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 engaging effectively with children during their play and ensuring all children are suitably challenged by well-planned activities that take account of their individual abilities and interests, in order for all children to make good progress.

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

- establish better ways to provide all parents with opportunities to share their views about their child's development, in order to work together more effectively to support children's learning
- devise better systems for evaluating practice by focusing on specific targets, such as planning and good quality teaching and interactions, in order to achieve the best outcomes for children.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed activities taking place in the playroom.
- The inspector looked at children's assessment records and planning documentation.
- The inspector sampled a range of procedures, including safeguarding procedures and risk assessments.
- The inspector spoke to the childminder, children and parents at appropriate times during the inspection.

Inspector

Rebecca Stead

Inspection findings

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

The childminder has a sound knowledge of the learning and development requirements of the Early Years Foundation Stage. She plans an environment, which is bright, stimulating and adequately resourced. Children choose from activities, such as dressing-up in role-play areas. The childminder plans an activity to promote sensory development using spring-themed resources. Babies fill and empty buckets of feathers and explore the different textures. However, there are variations in the quality of the childminder's teaching. She does not always engage with young children during their play to promote their interest and concentration. For example, young children are distracted easily because the childminder does not always promote their learning and curiosity as they play, as her teaching focuses more on the needs of the older children. As a consequence, some activities do not suitably challenge all children, in order for them to make good progress. The childminder assesses children's progress and monitors this through the use of an online tracker system. However, she does not always seek to engage all parents in commenting on their child's development. Consequently, there is not always a shared approach to supporting children's progress.

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

Children are learning suitable skills in preparation for their next stage of learning because the childminder encourages older children to be independent in their personal care as they prepare for snack time. Children are self-motivated as they choose their favourite coloured cups and sit together, developing social skills and learning good manners. Children learn to be safe because the childminder practises regular fire drills with them and teaches them to be kind to one another as they play. They have the opportunity to exercise in the outdoor area, at local toddler groups and during trips to the park. Children are happy in the childminder's care. However, the childminder does not always make the most of opportunities during children's play to ensure they are motivated and engaged.

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

Children are kept safe in the care of the childminder. This is because she attends regular safeguarding training to help her to keep safeguarding procedures current. The childminder has made some improvements since her last inspection. For example, she ensures risk assessments minimise any potential hazards. The childminder has contributed to systems for improvement by developing her self-evaluation. However, the evaluations focus on the childminders' training, which she has undertaken. It does not fully identify specific ways to continually improve her understanding of planning and good quality teaching and interactions, in order to achieve better outcomes for children.

Setting details

Unique reference number	EY318573
Local authority	Lancashire
Inspection number	873207
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	28 March 2011
Telephone number	

The childminder was registered in 2009 and lives in a house in Freckleton, Lancashire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3.

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