

Inspection date

20/06/2014

Previous inspection date

06/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy and develop strong, emotional attachments with the childminder. She provides a warm and caring environment, which effectively promotes their learning and development.
- The childminder's calm and child-centred approach helps children to feel at ease and enjoy their time in her care. Children access a good range of outdoor play experiences, which promote their good health and well-being.
- The childminder understands her role in supporting children in their learning. Her teaching is consistently good and sometimes outstanding. Consequently, children make good progress.
- Positive relationships are established with parents to aid continuity of care and support children's learning and development.
- The childminder understands her roles and responsibilities in meeting the safeguarding and welfare requirements, therefore, children's safety is effectively promoted.

It is not yet outstanding because

- There is capacity to develop children's sense of belonging further. This is because images of children's families and participation in experiences are not fully maximised to support children to make connections with and to refer to when they want to.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's interactions with the childminder and activities carried out in the kitchen area, living room and the garden.
- The inspector looked at children's learning files, which included observation and assessment records, planning records and parent's written comments.
- The inspector looked at a selection of documents, including risk assessments, the safeguarding policy and checked evidence of qualifications and suitability of the childminder.
- The inspector spoke with the childminder and interacted with children at appropriate times throughout the inspection.

Inspector

Hilary Boyd

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor, two bedrooms and bathroom on the first floor and the rear garden are used for childminding. The childminder attends a number of parent and toddler groups and visits local parks on a regular basis. There are currently three children on roll, all of whom are in the early years age group and they attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She receives support from the local authority and holds an early years childcare and education qualification at level 3.

What the setting needs to do to improve further

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

- extend opportunities for children to develop an awareness of themselves and others. For example, by considering ways to use images of family and participation in play experiences to support children to make connections with and to refer to when they want to.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is consistently good and sometimes outstanding. This is because the childminder has a secure knowledge of how young children learn and develop. Therefore, her teaching is rooted in providing children with an extensive range of both child-initiated and adult-led play experiences. Children are provided with an appropriate balance of stimulating play experiences which help to ensure they make good progress towards the early learning goals. The childminder understands the importance of working in close partnership with parents. She gathers relevant information about children which helps her to effectively support their individual care and learning needs. The childminder understands the importance of observing children and uses a range of observational tools to help build up a picture of each child, capturing their unique interests and characteristics. Good use of images capture children's participation in play experiences across all seven areas of learning. Assessment records show children are improving consistently over time and any identified gaps are closing. Children's learning files are shared with parents on a regular basis, these, along with daily verbal communication, keep parents well informed of their children's progress. Furthermore, parents add their own written notes about their children's skills and abilities to them. The childminder uses this additional information to help inform the ongoing completion of children's assessment records. Children's progress in the prime areas of learning ensures that they have the key skills needed for the next steps in their learning.

The childminder understands the importance in providing good quality teaching to ensure children continue to make progress while in her care. She organises and rotates resources based on the developmental needs of the children who attend. As a result, children are interested in their choice of resources available and remain motivated in the good range of play experiences provided by the childminder. Children's early language and communication skills are developing well. This is because the childminder uses a good range of teaching strategies which promote this area of learning. For example, she provides a commentary as children are playing, this helps to support their level of understanding. She repeats words to help clarify making connections between spoken language and objects of play. The childminder understands the importance in raising children's awareness to the range of environmental sounds which surround them. For example, she draws their attention to the aeroplanes going past and the bees who are collecting pollen from the flowers. Adult-led activities provide children with opportunities to explore music in their play and the childminder sings familiar nursery rhymes during the day. The childminder knows her children well and confidently talks about their current interests in particular play experiences. For example, she knows their favourite books and allows these to go home to empower parents in sharing stories together with their children. Consequently, children's learning at home is effectively promoted, alongside building their emotional well-being further.

The childminder supports children's learning and development very well. She teaches them new skills as she joins in their play, models writing and uses language to describe characteristics of their name. She uses her knowledge of individual children to plan experiences to meet children's individual levels of ability as she uses observations effectively. For example, sensory play experiences are carried out because children are developing through touch and are eager to explore and actively participate in first hand play experiences. They enjoy filling and tipping the buckets of sand and show high levels of excitement in anticipation when making their sandcastles. Children are developing an early awareness of mathematical concepts as the childminder counts objects or names colours during routine activities. She promotes personal, social and emotional development as children interact positively with each other. She demonstrates through discussion her commitments towards working in close partnership with other professionals as necessary. For example, when children leave her provision, formal records are shared with schools in order support a smooth transition into mainstream education. Furthermore, she liaises with others as necessary and shares relevant information, such as assessment records to support children's emotional well-being as they prepare for the next step in their learning.

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

Children are cared for in a warm, caring, homely environment where they feel safe and secure. They form strong, emotional attachments with the childminder and interact with her as she routinely joins in with their play experiences. She takes the time to find about children's individual personality and characteristics. Settling-in procedures are effective in helping children to feel secure and are tailored to meet the individual needs of the child and their family. Partnership with parents is strong and information gathered from parents

enables her to support and meet children's individual care needs and emotional well-being effectively. The use of a communication book during the settling-in period promotes a positive exchange of information about children's care and learning needs. She is considerate to their needs and ensures good settling-in procedures are carried out. However, there is capacity to develop children's sense of belonging further. Although children show interest in the images displayed on the digital frame, opportunities to enable children to make connections with, and to refer to these, when they want to during their time in the childminder's provision is not in place. Children's self-esteem and emotional well-being is developing well as the childminder routinely offers praise as she recognises their efforts and achievements. Consequently, they behave well because the childminder uses simple explanations to support their understanding when taking turns in using resources.

Children's good health is effectively promoted through routines and a commitment to a healthy lifestyle. Active play is encouraged with regular access to the garden and trips to the local parks and other areas of interest. Children enjoy playing and exploring the good range of accessible resources in the garden. This is because the childminder understands the importance of outdoor play and consequently provides developmentally appropriate resources to promote the varying range of children's physical skills. For example, they develop hand-eye coordination as they use chalks to make marks and they confidently climb and move their bodies using the good range of wheeled resources. Older children act out early stages of imaginative play as they enjoy making a 'brew' using sufficient resources in the outdoor playhouse. Furthermore, children learn about the natural world as the childminder talks about living creatures and plants when out in the garden. Consequently, children are developing their knowledge and understanding of living things.

Children are confident to independently access their choice of resources which are effectively presented across the indoor and outdoor environment. They are actively encouraged to develop self-help skills through routines and the organisation of the well-resourced indoor and outdoor play environments. For example, children follow the guidance modelled by the childminder as they brush up the sand outdoors. Furthermore, children pass out the plates for snack, serve themselves their food topping as appropriate and independently get their shoes in preparation in going out. They are kept safe because the childminder evaluates her practice to minimise any potential risk to children. She involves them when carrying out safety routines, such as the fire evacuation procedure. Furthermore, she provides an appropriate level of supervision which protects children, alongside helping them to develop confidence and an understanding in managing their own levels of risk. For example, she is close by as younger children master the skill in negotiating climbing over the door frame leading into the garden. Children also enjoy a range of nutritional and balanced meals. The childminder interacts with children during mealtimes and ensures that water is always accessible.

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

The childminder has a good level of knowledge and understanding of the Early Years Foundation Stage. Consequently, she is competent to support children's learning and to

implement the safeguarding and welfare requirements. She has an appropriate safeguarding policy in place and it reflects the guidance set by the Local Safeguarding Children Board. She demonstrates through discussion and reference to her policy, a good understanding of the signs of abuse and the procedure to follow should child protection concerns arise. She has developed clear policies and procedures and these are initially discussed and shared with parents during their child's settling-in period. Furthermore, when these are reviewed or new policies are developed, these are also shared with parents using electronic methods of communication, such as email. The childminder maintains her home effectively to ensure children's health and safety is promoted. For example, daily safety checks of her home and garden are carried out to identify and minimise any potential hazards to children. Formal risk assessments are completed on all areas used by children, including all outings carried out. Furthermore, she helps children to understand the procedures to help keep them safe. For example, she uses developmentally appropriate language to help ensure the youngest children are aware of procedures, such as the fire evacuation procedures. She has a valid first-aid certificate and has appropriate procedures in place for the safe administration of medication. In addition, clear procedures are in place which helps ensure that appropriate accident, incident and complaints records are in place. Consequently, the childminder effectively promotes children's good health and safety at all times.

The childminder is fully committed to providing children with high quality care and education. She reflects on and evaluates her practice to achieve ongoing developments to her provision. For example, her use of an improvement plan reflects a number of developments carried out which help to raise the quality of procedures offered to children and their families. She fully understands the learning and development requirements and is meeting her responsibilities in all areas. She has a good knowledge of children's individual skills, interests and abilities in order to provide a stimulating and well-resourced play environment. She evaluates and monitors planning and the individual progress which children make during their time in her care. As a result, children are happy and show high levels of motivation and active participation in the wide range of both child-initiated and adult-led activities provided. Furthermore, the childminder has reflected on the transition records shared with schools and made additions to these to include the characteristics of individual children.

Positive relationships with parents are effectively promoted. This is because the childminder maintains a good two-way flow of communication with parents through daily discussions and formal methods. Good communication is established through settling-in procedures, verbal feedback and formal records. Systems are in place, which provides parents with regular opportunities to view their children's learning files. She uses this time as an opportunity to gather parent's views as they are requested to complete a questionnaire seeking their views of the service provided, including any comments to enhance practice further. This exchange of information helps to ensure that parent's views are gathered and they also add shared observations of their child's skills and abilities. Written comments from parents are very complimentary about the childminder. She demonstrates through discussion an understanding of the importance of working in close partnership with parents and other professionals. As a result, children are well-prepared for the next stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY379643
Local authority	Blackpool
Inspection number	858552
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	06/01/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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